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ABSTRACT

Midland Park, New Jersey, is a small borough with an estimated population in 1978 of 8,500 persons. The first part of the master plan for educational facilities in the area begins with an overview using maps to illustrate characteristics including its topography, relationship to key population centers and major transportation routes, boundaries, and public facilities. The text summarizes the historical background of the borough and describes local industry and business, current school systems, and environmental factors. Demographic factors described in text, maps, and tables include zoning and land use, housing, population characteristics, and enrollment data and estimates. A section on the education program explains the administrative and grade organization, educational philosophy, curriculum, interdisciplinary and cocurricular activities, pupil personnel services, community use of schools, and food service. A table gives some selected facts about the three existing schools, followed by a description of each along with site and floor plans and facility needs. The final portion of the report deals with alternatives that could be followed within the next 10 years with major short-term and long-term maintenance and renovation projects. (MLF)

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MASTER PLAN FOR EDUCATIONAL FACILITIES

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MIDLAND PARK
BERGEN COUNTY
NEW JERSEY

MAY 1979

EA 015 847

Engelhardt and Engelhardt, Inc. ◆ Educational Consultants

MASTER PLAN FOR EDUCATIONAL FACILITIES

MIDLAND PARK
BERGEN COUNTY
NEW JERSEY

May, 1979

Engelhardt and Engelhardt, Inc., Educational Consultants
Purdys, New York 10578

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OVERVIEW OF THE DISTRICT

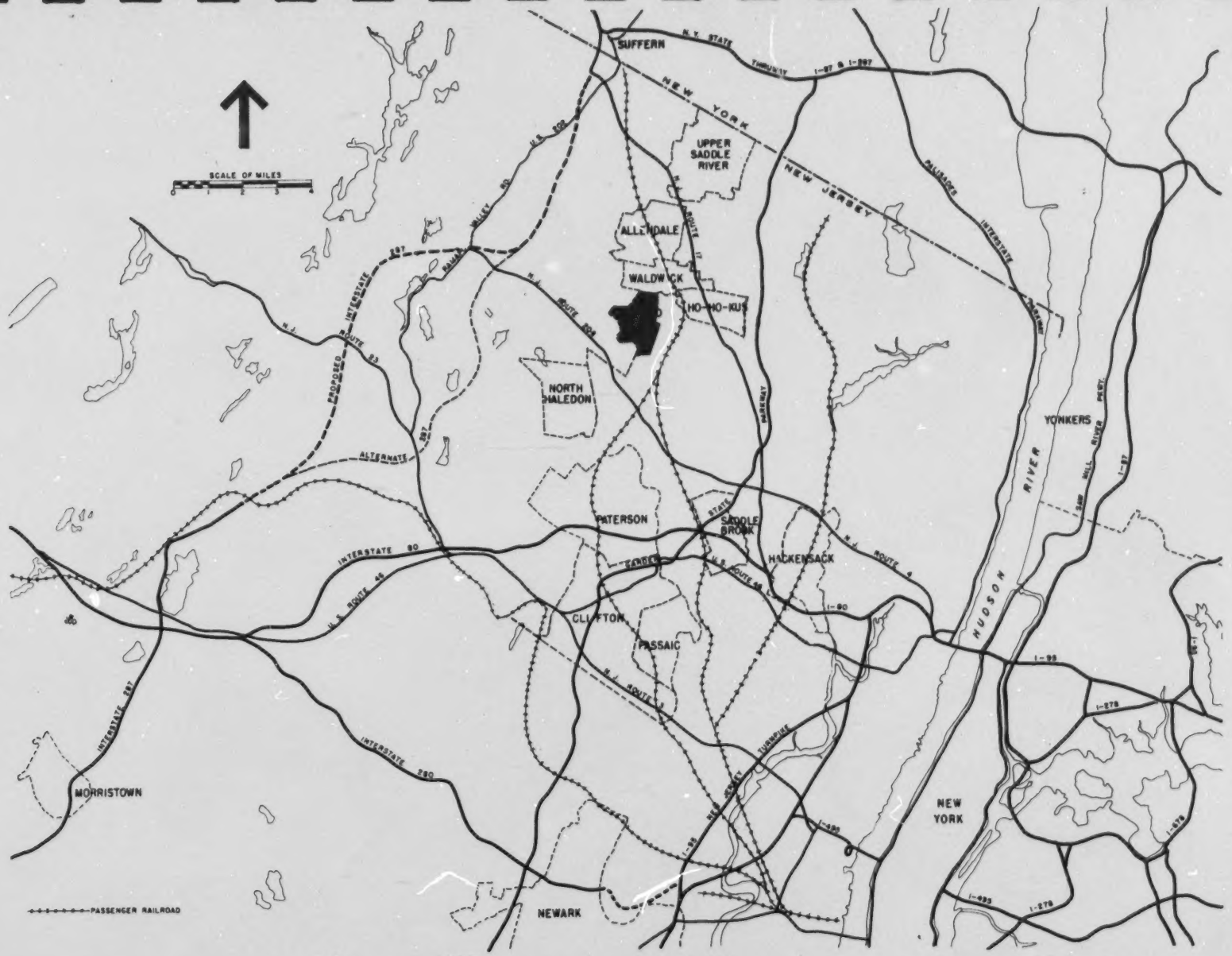
Geographic Setting

Midland Park is located in northern Bergen County and is bordered by Waldwick, Ridgewood, and Wyckoff. It is a small borough, both in area and population, covering 1.69 square miles and containing a population of 8,159 persons in 1970. In a certain sense, Midland Park is isolated from the hustle and bustle of busy Bergen County, which is a highway corridor. There are a few major roads through the Borough, and it retains a quiet and peaceful atmosphere.

Map 1 shows the relationship of Midland Park to key population centers and major transportation routes. Indicated on the western edge of the community is the Susquehanna and Western Railroad, a freight line running north and south.

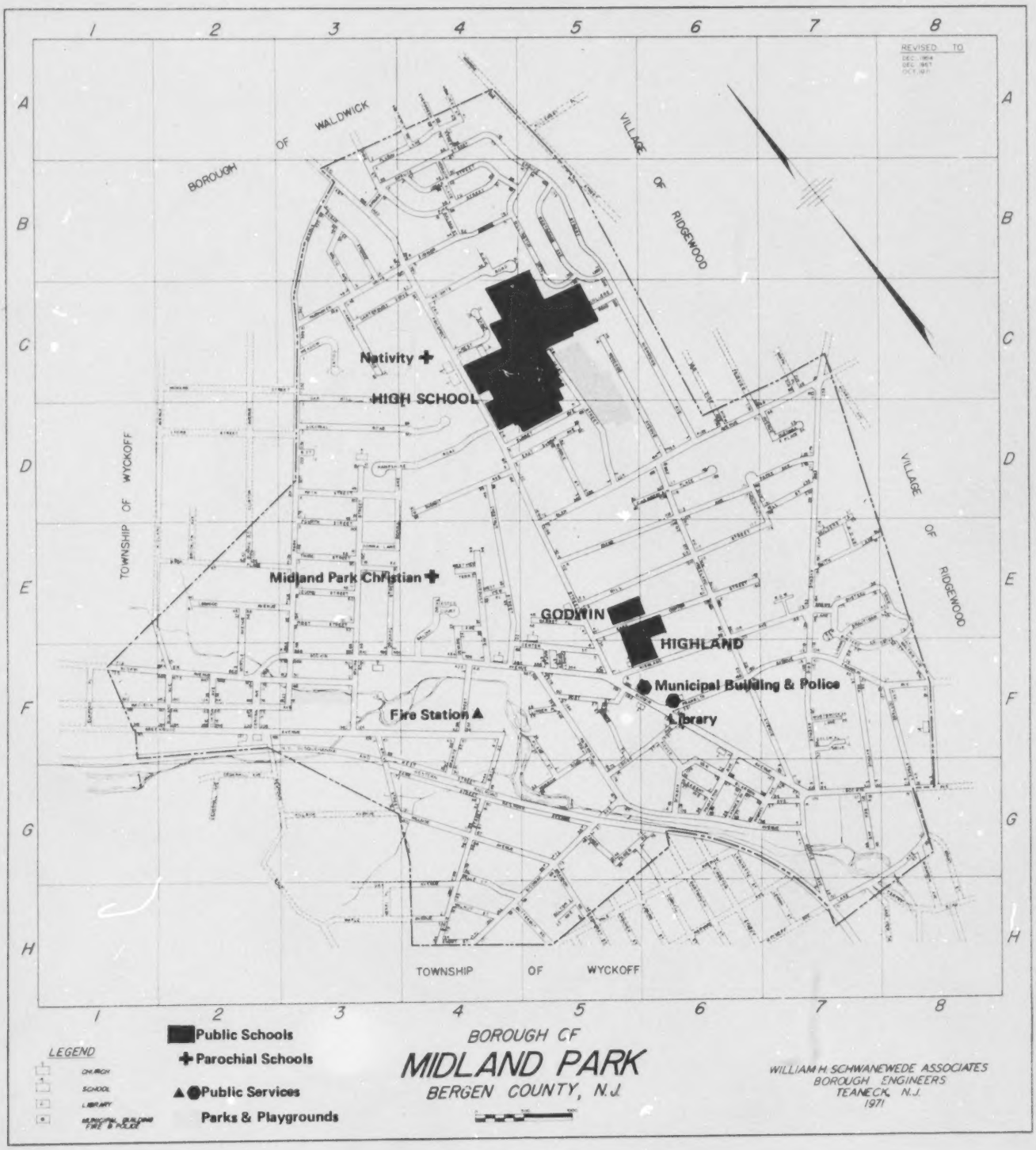
Midland Park is included within the "Inner Ring" of the metropolitan area as described by the Regional Plan Association. It is closely oriented to Ridgewood and Paramus for employment, shopping, and transportation.

Map 2 shows the Borough's boundaries and public facilities, while Map 3 indicates the homes of pupils now in grades one through three. Public buildings in addition to schools include the Municipal Building, which houses all Borough departments including police, the fire department, and the Memorial Library. The community has two parks, one adjoining the High School, and the second located in the Wortendyke section of the Borough.



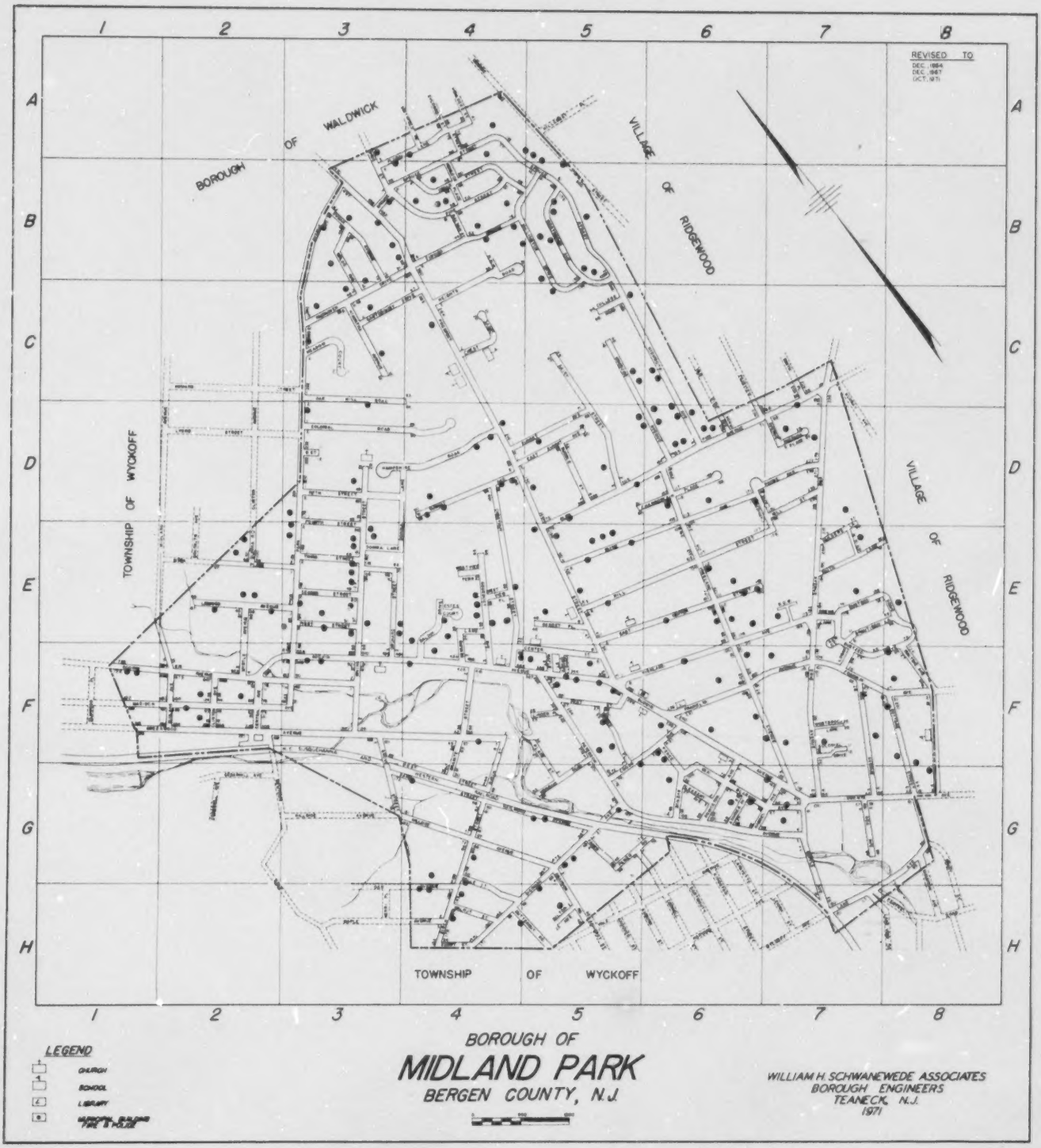
MAP 1 – RELATIONSHIP OF MIDLAND PARK TO KEY POPULATION CENTERS AND TRANSPORTATION ROUTES

-2



MAP 2

LOCATIONS OF COMMUNITY FACILITIES



MAP 3

LOCATIONS OF HOMES OF PUPILS ATTENDING GRADES 1-3, 1978-79

Historical Background*

The history of Midland Park's people who reside in a beautiful community is recounted in a charming booklet published by the Borough in 1964. Its residents have become renowned in the field of industry, government, and sports, to name a few areas. National recognition disproportionate to its small population is understandable once one reads of settlement by industrious Dutch settlers. Records show that the two things the early settlers prized most were their families and the land—and the same is true today, as is reflected in the appearance of the community and the condition of its schools.

It is estimated that 80 per cent of its current residents claim Dutch ancestry. Early establishment of the community was inspired by Cornelius Wortendyke, who moved to Franklin Township—as Midland Park was then known—in 1796. The Borough went through a series of changes, including names, many of which still exist as memories of the past. Among these are Newton, Godwinsville, and Wortendyke.

The Wortendyke woolen mill, established in 1812, attracted settlers, many of them Dutch. In the early 1850's the railroad was brought to Midland Park through the influence of Clarence Wortendyke. The railroad itself went through a series of names, one of which was the New Jersey Midland Railway Company, whence came the Borough's name.

In 1894 Midland Park became an entity when the Borough was incorporated. The original incorporation included the village of Wortendyke. On April 28, 1920, the community was brought to its present size when a portion of Franklin Township was annexed.

It was not until after a fire destroyed the Granite Mill in 1905 that a committee was organized to establish a volunteer fire department. Such a service was

* Midland Park through the Years, 1964, pp. 5-11.

sorely needed, especially by the schools as building after building was destroyed by fire, from the first, in 1822, to two structures as recently as 1924.

The first schoolhouse was erected in 1822; and it is surmised that its first curriculum was simple, the learning by rote, the discipline severe. While curriculum and methodology have changed immeasurably, Board, administration, and staff have retained "enlightened" but firm discipline.

In 1866, a two-story frame building was erected to accommodate 206 children. It was located on the site of the Memorial Library at the corner of Franklin and Godwin Avenues. It was used until it burned in 1924.

Two interesting characteristics of the present-day community and its schools were begun by Arthur Terhune in the late 1860's, when he led the establishment of libraries in virtually every school under his supervision. He also earned a Statewide reputation through his interest in observance of Arbor Day. Mr. Terhune prepared the first Bergen County course of study and improved the system of eighth-grade examinations with a County diploma being awarded pupils for their successful completion. Mr. Terhune credited Isaac Wortendyke with bringing the "Normal School" trained teacher into the district in 1861.

At various periods Midland Park has been a high school sending district to Ridgewood and Pompton Lakes, and a receiving district for high school students from Wanaque and Waldwick. At present, it is a three school system with a mutually desirable secondary school receiving relationship with the Borough of Ho-Ho-Kus.

Local Industry and Business

Although Midland Park is largely a residential community, with nearly 61 per cent of the total Borough area devoted to housing,* it has some important

* Robert Catlin Associates, Master Plan, Borough of Midland Park, 1970, p. I-1.

industries and four "strip" commercial areas. Most of the Borough's business development is located on Godwin Avenue. A large shopping center is at Godwin and Goffle Avenues, and a small one is operating just across Godwin Avenue. A neighborhood shopping area is located in the Wortendyke section.

There are 128 individual businesses, including two nurseries. Thirty-six industries are located mostly along Greenwood Avenue. The major industries are Marlow Pump Division of ITT, Midland Lumber and Supply Company, Black Millwork and Lumber Company, and Federal Boiler Company.

Current School Systems

The current public school system consists of three plants: the Midland Park High School, enrolling 765 students in grades eight through twelve; the Highland School with 341 pupils in grades four through seven; and the Godwin School with 294 pupils in kindergarten through grade three. Various classes for pupils with special needs are housed in Borough Schools, and some students are sent to other facilities outside the community. School district properties also include a storage barn and an Athletic Boosters' shed at the High School athletic field.

One hundred seventy-four pupils from Ho-Ho-Kus are received into the High School on tuition, while three students attend Bergen County Vocational-Technical High School on tuition.

Nonpublic school enrollment is housed in two local schools—Nativity and Midland Park Christian Schools.

Table 1 summarizes levels, grades, and special classes of the various public and nonpublic schools in Midland Park.

Table 1
CURRENT SCHOOL SYSTEMS
Midland Park, New Jersey
1978-79

School	Grades	Enrollment 9/78
Public		
Godwin	K-3, Special	294
Highland	4-7, Special	341
Junior-Senior High	8-12, Special	765*
Nonpublic		
Nativity	K-8	97
Midland Park Christian	K-4	44

* Includes 174 tuition students from Ho-Ho-Kus.

A total of 163 student residents of Midland Park attend 10 other elementary, junior high, and high schools outside the district.

Environmental Factors

The topography of the Borough is shown in Map 4. This is from the U. S. Geodetic Survey, 1955 edition, photorevised in 1970. Elevations range from a low of approximately 170 feet above sea level in the southern and eastern sections of the community to approximately 400 feet in the vicinity of Glen and Highwood Avenues. Midland Park is situated in a broad plain which stretches through the center of Bergen County. Although this is the case and there are no extreme grades, much of the Borough is not level. In fact, the only significant level area is located in the Wagaraw Brook in the Wortendyke section. This is the only area where surface drainage is unsatisfactory.*

With completion of sanitary sewers, the only need of improvements in the community are of existing drainage facilities and adequate utility systems in the few new developments.

* Robert Catlin Associates, op. cit., pp. 8-9.

Scale in Feet

0 1000 2000 3000 4000

BOROUGH OF MIDLAND PARK
BERGEN COUNTY, NEW JERSEY

MAP 4
TOPOGRAPHY

II

DEMOGRAPHIC FACTORS

Zoning and Land Use

Map 5 shows the present zoning in the Borough. The Master Plan for the Borough recommended that the "B" Residence Zone for two-family houses be eliminated, since most of that zone contains one-family houses. Also expressed was concern over excessive strip commercial zoning, as it often produces deterioration as a result of intermixture of business and residential uses. Recommended was refinement of business zoning and establishment of zones restricted to office use. A third recommendation made was to control and refine industrial zoning to avoid overcrowding and to create a more attractive type of development.

Map 6 shows the land use plan. Only 75 acres are classified as vacant. The largest amount of this is located in the western part of the Borough along paper streets extending in either direction from Park Avenue. It is also of interest that in several instances residential lots with small or average footages extend to a depth of 500 feet or more, with the consequence that the rear portions are of little use to the owners. In addition, lack of road frontage precludes further subdivision.

Housing

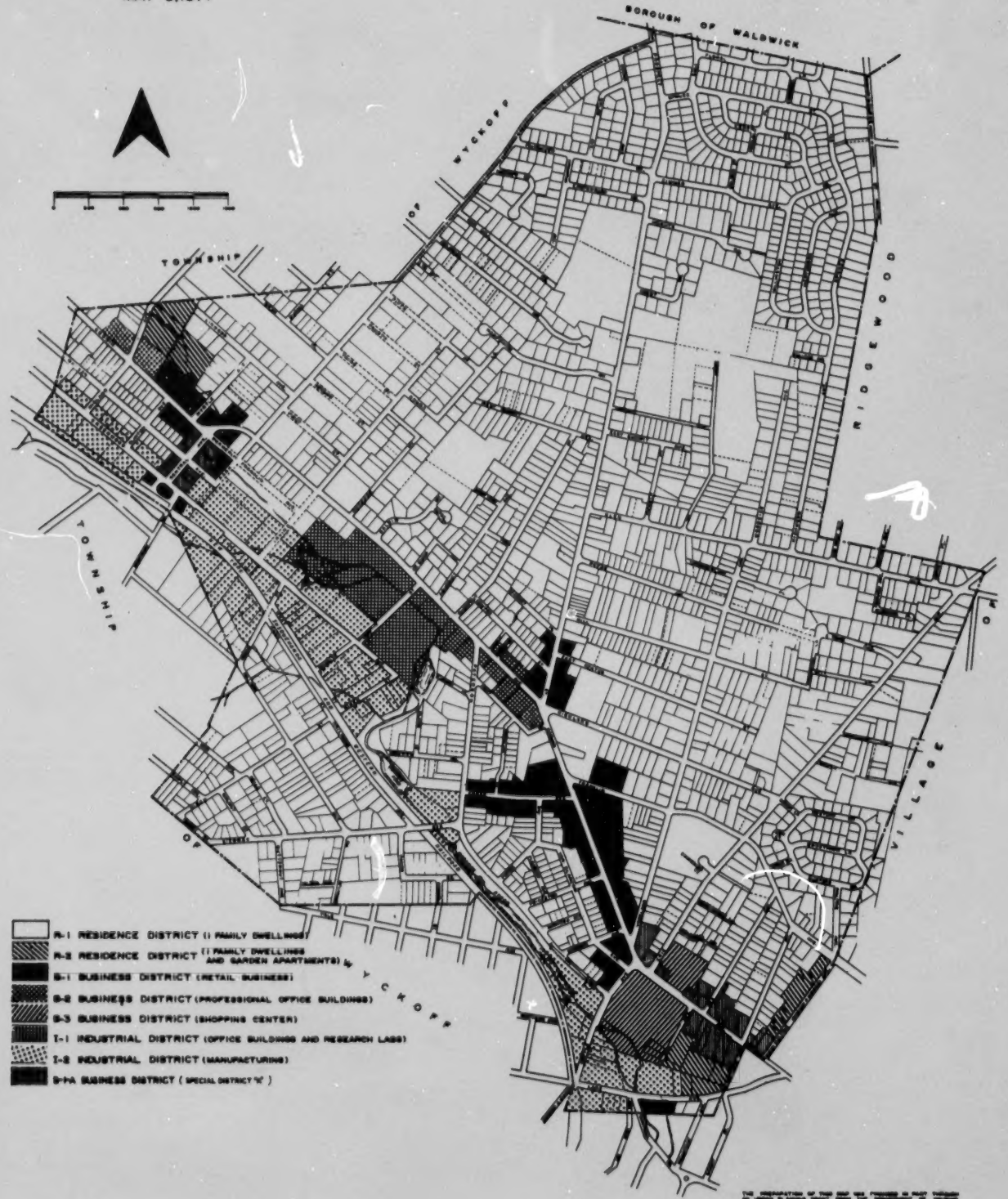
Residential land accounts for 61 per cent of the Borough's land, and 97 per cent of that total is occupied by single-family houses. A shade less than 2 per cent of the Borough's acreage is taken up by two-family homes. The few residential structures containing two or more dwelling units are located in the more densely developed older sections of the Borough, although there is no significant concentration

ZONING MAP

MAY 3,1971

MAP REVISED TO

MAP 5


BOROUGH OF WALDWICK
TOWNSHIP OF WYCKOFF
RIDGEWOOD
TOWNSHIP
VILLAGE
OF
A-1 RESIDENCE DISTRICT (1 FAMILY DWELLINGS)
A-2 RESIDENCE DISTRICT (1 FAMILY DWELLINGS AND GARDEN APARTMENTS)
B-1 BUSINESS DISTRICT (RETAIL BUSINESS)
B-2 BUSINESS DISTRICT (PROFESSIONAL OFFICE BUILDINGS)
B-3 BUSINESS DISTRICT (SHOPPING CENTER)
I-1 INDUSTRIAL DISTRICT (OFFICE BUILDINGS AND RESEARCH LABS)
I-2 INDUSTRIAL DISTRICT (MANUFACTURING)
B-1A BUSINESS DISTRICT (SPECIAL DISTRICT "A")

BOROUGH OF

MIDLAND PARK

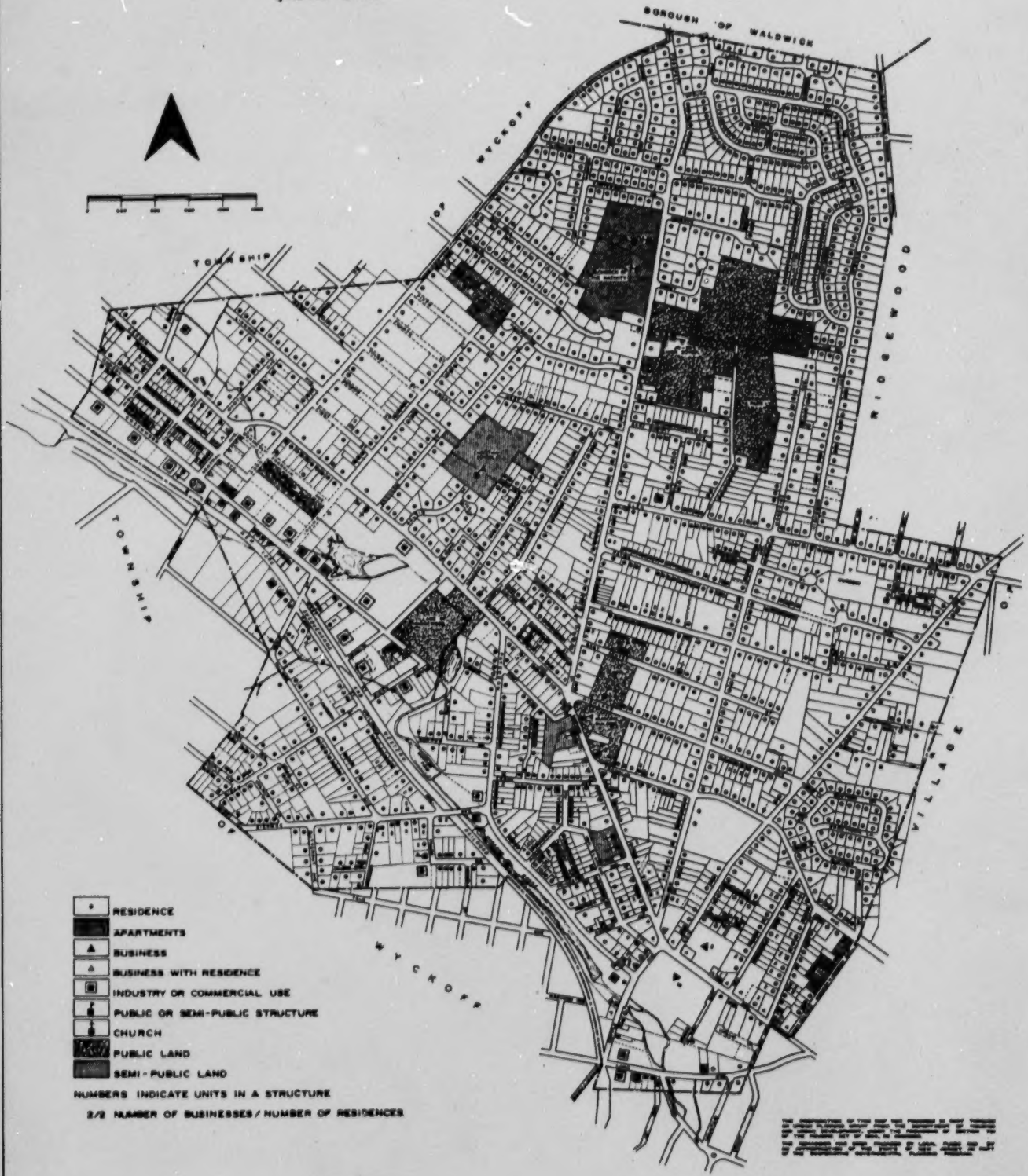
BERGEN COUNTY, NEW JERSEY

PREPARED BY ROBERT CATLIN AND ASSOCIATES
CITY PLANNING CONSULTANTS ROCKAWAY, NEW JERSEY

MAP 6

EXISTING DEVELOPMENT

JANUARY 1, 1960



BOROUGH OF

MIDLAND PARK

BERGEN COUNTY NEW JERSEY

PREPARED BY ROBERT CATLIN AND ASSOCIATES
CITY PLANNING CONSULTANTS ROCKAWAY NEW JERSEY

of these structures. Only four properties contain buildings classified as apartments. These are located on Maltbie Avenue, Midland Avenue, Cottage Street, and off Godwin Avenue.

Table 2 presents new housing units authorized by building permits from 1970 through 1977.

Table 2
NEW HOUSING UNITS AUTHORIZED BY BUILDING PERMITS
Midland Park, New Jersey
1970-77

Year	Total	1 Unit	2 Units	5 or More Units
1970	3	1	2	0
1971	57	13	0	44
1972	68	10	0	58
1973	5	5	0	0
1974	12	12	0	0
1975	5	5	0	0
1976	5	5	0	0
1977	6	6	0	0

Source: Bureau of the Census, U. S. Department of Commerce, Construction Reports.

Housing starts have fallen off drastically in Midland Park, from a high of 57 and 68 in 1971 and 1972 to just 6 in 1977; and those higher totals reflected new apartment units. Since 1973 only 33 permits have been issued—all for single-family houses. A recent development is planned construction of approximately 10 homes on the Talbot property adjoining Wyckoff.

Sanitary Sewerage System

Midland Park is a member of the Northwest Bergen Sewer Authority for disposal purposes. The cost of this service is borne by users of the system through general taxation.

Population Characteristics

Table 3 presents the population of Midland Park each decade since 1930. During this period greatest growth occurred between 1950 and 1960. Between 1960 and 1970 there was slight growth; and in fact, the New Jersey Department of Labor and Industry estimates that the population had decreased to 7,839 by 1977. This figure does seem somewhat low in view of the number of building permits issued since 1970 and the rise in the number of births to residents in 1977; it would be possible for the 1978 population to be closer to 8,500 persons. In any case, with little land available for new residential construction, further significant growth in population is not anticipated.

Table 3
POPULATION OF MIDLAND PARK, NEW JERSEY
1930-70

Year	Population	Increase over Preceding Census	
		Number	Per Cent
1930	3,638		
1940	4,525	887	24.4
1950	5,164	639	14.1
1960	7,543	2,379	46.1
1970	8,159	616	8.2

Source: U. S. Census of Population.

Some turnover, especially of older homes, to families with children of school age is expected to occur; in fact, may have already begun to occur. This is not expected to have significant effect upon future school enrollments, except to maintain the enrollments in kindergarten through grade three at about their present level.

The number of births to residents of Midland Park had declined from a high of 187 in 1964 to a low of 82 in 1976. After five years with the number of births in the 80's, in 1977 there was an increase to 109. The birth rate—that is, the number of births per 1,000 population—was 21.3 in 1960. By 1970 it had declined to 13.1 births per 1,000; and in 1978 it is estimated to be about the 1970 level, though in the intervening years it had declined. Table 4 gives the numbers of births to residents of Midland Park since 1960.

Table 4
BIRTHS TO RESIDENTS
Midland Park, New Jersey
1960-77

Year	Number Born	Year	Number Born	Year	Number Born
1960	161	1966	163	1972	89
1961	166	1967	132	1973	85
1962	174	1968	95	1974	84
1963	179	1969	124	1975	86
1964	187	1970	107	1976	82
1965	171	1971	100	1977	109

Source: State of New Jersey Department of Health, Trenton.

In 1970 the median age of the population was 29.6 years; 9.4 per cent were 65 years of age or older, compared to 8 per cent 10 years previously. In 1970 there were on the average 3.40 persons per household in 2,393 units; in 1960 there were 3.76 persons per household. In 1960 and 1970 less than 1 per cent of the population was nonwhite.

Nonpublic School Enrollments

During 1978-79 there are 141 pupils attending two nonpublic schools in the Borough. These students attend kindergarten through grade eight at Nativity School and kindergarten through grade four at Midland Park Christian School. An

additional 163 pupils attend nonpublic schools located outside the Borough. Table 5 presents these enrollments.

Table 5
ENROLLMENTS OF MIDLAND PARK PUPILS IN NONPUBLIC SCHOOLS
BOTH INSIDE AND OUTSIDE THE BOROUGH
1977-78

School	Grades	Location	Enrollment
Bergen Catholic High	9-12	Oradell	2
Don Bosco High	9-12	Ramsey	7
Eastern Christian Junior High	7-8	Prospect Park	32
Eastern Christian High	9-12	North Haledon	62
Immaculate Heart Academy	9-12	Westwood	5
Midland Park Christian	K-4	Midland Park	44
Nativity	K-8	Midland Park	97
Paramus Catholic Boys' Regional High	9-12	Paramus	2
Paramus Catholic Girls' Regional High	9-12	Paramus	10
Saint Anthony	K-8	Paterson	3
St. Joseph Regional High	9-12	Montvale	1
Wyckoff Christian	5-6	Wyckoff	39
Total			304

Total nonpublic enrollments in previous fiscal years were:

1976-77	326
1975-76	341
1974-75	344

Enrollments have declined slightly in recent years. It is expected that the nonpublic schools will continue to enroll the same proportion of pupils as in the past.

No pupils receive transportation to these schools, since no pupils in the public schools are transported to school by the district.

Highways

No new highways are being planned. No major highways traverse the Borough, although several County roads receive considerable "rush hour" traffic, and these need to be widened as traffic volume increases in future years.*

Population Mobility

Table 6 shows the population by age groups for 1950, 1960, and 1970.

Table 6
POPULATION BY AGE GROUPS
Midland Park, New Jersey
1950-70

Age	Population 1950	Population 1960	Numerical Change 1950-60	Population 1970	Numerical Change 1960-70
Under 5	515	914	+ 399	696	-218
5-9	422	866	+ 444	832	- 34
10-14	333	665	+ 332	899	+234
15-19	301	471	+ 170	721	+250
20-24	337	299	- 38	454	+155
25-29	350	421	+ 71	524	+103
30-34	414	650	+ 236	454	-196
35-39	426	626	+ 200	473	-153
40-44	376	514	+ 138	577	+ 63
45-49	371	509	+ 138	586	+ 77
50-54	318	394	+ 76	428	+ 34
55-59	298	312	+ 14	433	+121
60-64	230	296	+ 66	313	+ 17
65 and over	473	606	+ 133	769	+163
Totals	5,164	7,543	+2,379	8,159	+616

Source: U. S Census of Population

The decline in children under 10 between 1960 and 1970 has already had an effect on elementary enrollments, and the effect will be felt in the secondary grades soon. A particular age group can be followed each decade to see the mobility of the population; for example, the under 5 group in 1950 had 515 persons. In 1960

* Robert Catlin Assoc., op cit., p. II-6

the 10-14 group had 665 persons, and in 1970 the 20-24 group had 454 persons. Current figures will not be available until 1980, of course. There is some slight evidence, based on the 1977 births, that younger families are moving into the Borough. On the other hand, the elementary enrollments show losses of pupils from one grade to the next for the last several years.

Public Utilities

Utilities are supplied to the Borough by the Ridgewood Water Company, the Public Service Gas Electric Company, and the Bell Telephone Company.

Future Enrollments

All the above factors have been considered in preparing estimates of enrollments for the next 10 years (1979-88).

Kindergarten Enrollments and Births

Estimates of enrollments in kindergarten based upon the number of births five years earlier have been made. The results are shown in Table 7. In making these estimates, it is anticipated that 75 per cent of the number of children born will enter public kindergarten five years later. Beyond 1982-83, since births after 1977 are not available, kindergarten enrollments have been estimated at 75 pupils. Continued examination of enrollment trends should be made as new data become available.

Table 7
RELATIONSHIP OF BIRTHS AND KINDERGARTEN ENROLLMENTS
FIVE YEARS LATER, WITH ESTIMATES TO 1982-83
Midland Park, New Jersey

Birth Year	Number Born	Kindergarten		
		School Year	Enrollment	Ratio to Births
1965	171	1970-71	128	75
1966	163	1971-72	136	83
1967	132	1972-73	118	89
1968	95	1973-74	98	103
1969	124	1974-75	99	80
1970	107	1975-76	88	82
1971	100	1976-77	79	79
1972	89	1977-78	63	71
1973	85	1978-79	63	74
		Estimated		
1974	84	1979-80	64*	76
1975	86	1980-81	65	75
1976	82	1981-82	62	75
1977	109	1982-83	82	75

* Spring registration figures recently completed show 64 kindergarten pupils.

Past Enrollments

Table 8 gives public school enrollments by grade each year since 1970-71. Enrollments have declined each year. Total enrollment, without Ho-Ho-Kus students, has declined by 28 per cent since 1970. The decline in kindergarten through grade seven has been 38 per cent and in grades eight through twelve 13 per cent.

Table 8
ENROLLMENTS BY GRADE
Midland Park, New Jersey
1970-71 through 1978-79

										without Ho-Ho-Kus					with Ho-Ho-Kus				
Year	*K*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*K-12*	*9*	*10*	*11*	*12*	*K-12*
1970-71	128	133	113	128	135	127	121	127	126	153	144	125	133	1,693					
1971-72	136	119	135	104	131	132	132	128	118	139	151	141	118	1,684					
1972-73	118	129	114	129	98	117	117	129	126	131	130	144	126	1,608					
1973-74	98	108	114	107	115	95	111	130	128	142	128	124	131	1,531					
1974-75	99	103	99	113	107	115	109	104	133	133	142	128	121	1,506	50	8	1	0	1,565
1975-76	88	100	94	91	110	107	115	100	110	141	132	136	125	1,449	59	51	8	1	1,568
1976-77	79	93	85	95	85	102	107	108	103	114	137	130	131	1,369	46	58	48	8	1,529
1977-78	63	85	82	77	92	84	97	98	110	115	125	137	111	1,276	41	48	54	47	1,466
1978-79	63	66	77	80	71	86	89	95	112	117	111	122	129	1,218	36	42	44	52	1,392

As pupils in the grades move through school from year to year, changes occur in the grade enrollments resulting from migration, retention, transfers to and from nonpublic schools, entrance into vocational school, and dropouts or early graduation from the high school. The relationships from one grade to the next are called "survival ratios." Figures over 100 represent increases from one grade to the next, while those under 100 decreases from one grade to the next. Survival ratios have been calculated for each grade in Midland Park, and these are illustrated in Table 9 since the 1974-75 school year. Also given are the ratios used in making the projections, for the most part the average of the last four years.

Table 9
SURVIVAL RATIOS*
Midland Park, New Jersey
1974-75 through 1978-79

Year	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
1974-75 to 1975-76	101	91	92	97	100	100	92	106	106	99	96	98
1975-76 to 1976-77	106	85	101	93	93	100	94	103	104	97	98	96
1976-77 to 1977-78	108	88	91	97	99	95	92	102	112	110	100	85
1977-78 to 1978-79	105	91	98	92	93	106	98	114	106	97	98	94
Used in Projections	105	90	95	95	96	100	94	106	107	100	98	93

* Ho-Ho-Kus pupils not included.

There have been few retentions of pupils in past years. This may increase in future years, especially in kindergarten through grade five and possibly in grade eight.

Estimates of Enrollments

Based upon the foregoing data, estimates of future enrollments have been prepared through 1988-89. These are presented in Table 10 by grade and in Table 11 by grade grouping.

Table 10
ESTIMATES OF ENROLLMENTS BY GRADE*
Midland Park, New Jersey
1979-80 through 1988-89

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1978-79	63	66	77	80	71	86	89	95	112	117	111	122	129
1979-80	64	66	59	73	76	68	86	84	100	120	117	109	113
1980-81	65	67	59	56	69	73	68	81	89	107	120	115	101
1981-82	62	68	60	56	53	66	73	64	86	95	107	118	107
1982-83	82	65	61	57	53	51	66	69	68	92	95	105	110
1983-84	75	86	59	58	54	51	51	62	73	73	92	93	98
1984-85	75	79	77	56	55	52	51	48	66	78	73	90	86
1985-86	75	79	71	73	53	53	52	48	51	71	78	72	84
1986-87	75	79	71	67	69	51	53	49	51	55	71	76	67
1987-88	75	79	71	67	64	66	51	50	52	55	55	70	71
1988-89	75	79	71	67	64	61	66	48	53	56	55	54	65

Enrollments for 1978-79 are actual as of the end of September.
* Ho-Ho-Kus pupils not included.

During the next nine-year period total enrollment is expected to decrease by 32 per cent. The major decline is expected in the high school—46 per cent—as the lower numbers of pupils now in the elementary grades move through the school system. Enrollments in kindergarten through grade three are expected to return to their present levels after a brief decline in the early 1980's.

Table 11
ESTIMATES OF ENROLLMENTS BY GRADE GROUPINGS*
Midland Park, New Jersey
1979-80 through 1988-89

Year	K-3	4-7	8-12	K-12	K-6	7-12	K-5	6-8	9-12	6-12
1978-79	286	341	591	1,218	532	686	443	296	479	775
1979-80	262	314	559	1,135	492	643	406	270	459	729
1980-81	247	291	532	1,070	457	613	389	238	443	681
1981-82	246	256	513	1,015	458	577	385	223	427	650
1982-83	265	239	470	974	435	539	369	203	402	605
1983-84	278	218	429	925	434	491	383	186	356	542
1984-85	287	206	393	886	445	441	394	165	327	492
1985-86	298	206	356	860	456	404	404	151	305	456
1986-87	292	222	320	834	465	369	412	153	269	422
1987-88	292	231	303	826	473	353	422	153	251	404
1988-89	292	239	283	814	483	331	417	167	230	397

Enrollments for 1978-79 are actual as of the end of September.
* Ho-Ho-Kus pupils not included.

Special Education

The Midland Park school district is a receiving district for tuition students from the Bergen County Board of Special Services. These total six orthopedically handicapped and 21 deaf or hearing impaired pupils. These are distributed in the high school as follows: orthopedically handicapped—one each in grades eight, nine, and ten and three in grade eleven; hearing handicapped—14 in grade eight, 6 in grade nine, and 1 in grade ten. Discussions are continuing between the two districts of receipt of seventh grade hearing impaired students in 1979-80. These pupils would probably be housed in the Highland School.

Midland Park is a member of a special education region, and it sends 33 pupils to other districts, County Board of Special Services programs, or to private schools.

III

SUPPORT FACTORS

Community aspirations for its children are high, and education for them has been well supported in Midland Park. Among the many factors which give evidence of this, despite relatively small enrollments, are: excellent programs and services provided to pupils at all grade levels; provision of special teachers in a variety of programs; adequate library programs; and broad programs of interscholastic, intramural, and co-curricular activities.

In 1978 the equalized valuation was $141,512,329. Bonded indebtedness in 1978-79 totals $253,822, and the debt service schedule calls for complete payment of this amount during the 1984-85 budget year. The school district is in very sound financial condition for future required expenditures.

The following information is from Population of Bergen County in the Nineteen Seventies:*

Median Years of Education: 12-12.9 (County median - 12.3)
Median Family Income: $12,000-13,999 (County median - $13,597)
Per Cent of Families below Poverty Level, 1969: 2-2.9 (County average-3.1)

The 1970 U. S. Census of Housing indicates that nearly 80 per cent of the housing in Midland Park is owner occupied, and the median value of housing is $28,800.

* County Planning Board, County of Bergen, Hackensack, New Jersey; Report No. 25, July, 1974.

IV

TRANSPORTATION

Map 2 in Chapter I shows major streets in Midland Park. There are approximately 29 miles of existing streets, consisting of about 4 miles of County roads (Godwin Avenue, Prospect Street, Lake Avenue, Glen Avenue, and parts of Goffle and Paterson Avenues). The major Borough roads make up about 25 miles of roadway. Major ones include Franklin Avenue, Erie Avenue, Park Avenue, Paterson Avenue, and Sicomac Avenue. For the most part, these streets are important connectors between County roads. Midland Park is situated midway between, and approximately five miles from, two major highways—Routes 17 and 208.

Godwin Avenue is the major road passing directly through the Borough, southeast to northwest. It receives the highest volume of traffic with a peak hour of 5 to 6 p.m. and a range recorded from 989 to 1,513, dependent upon location.*

There is bus transportation provided to surrounding metropolitan areas. Commuter rail service is available at Ridgewood.

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* Robert Catlin and Associates, op. cit., p. I-21.

V

ETHNO-CULTURAL FACTORS

In 1970, of a total population of 8,159 persons, there were 8,129 classified as white, 7 as Negro, and 23 as Other. During the 1978-79 school year there are 19 Hispanic, 9 Asian, and 1 American Indian children registered in the public schools. There are no Black children registered in the Midland Park public schools. Since all pupils of the same grade attend the same school, racial integration is achieved in Midland Park.

VI

THE EDUCATIONAL PROGRAM*

Enrollments and Grade Organization

Table 12 shows enrollments and grade organization.

Table 12
ENROLLMENTS AND GRADE ORGANIZATION
Midland Park, New Jersey
1978-79

School	K	1	2	3	NI*	4	5	6	7	8	9	10	11	12	Total
Godwin	63	66	77	80	8	-	-	-	-	-	-	-	-	-	294
Highland	-	-	-	-	-	71	85	89	96	-	-	-	-	-	341
High**	-	-	-	-	-	-	-	-	-	112	153	153	166	181	765
Totals	63	66	77	80	8	71	85	89	96	112	153	153	166	181	1,400

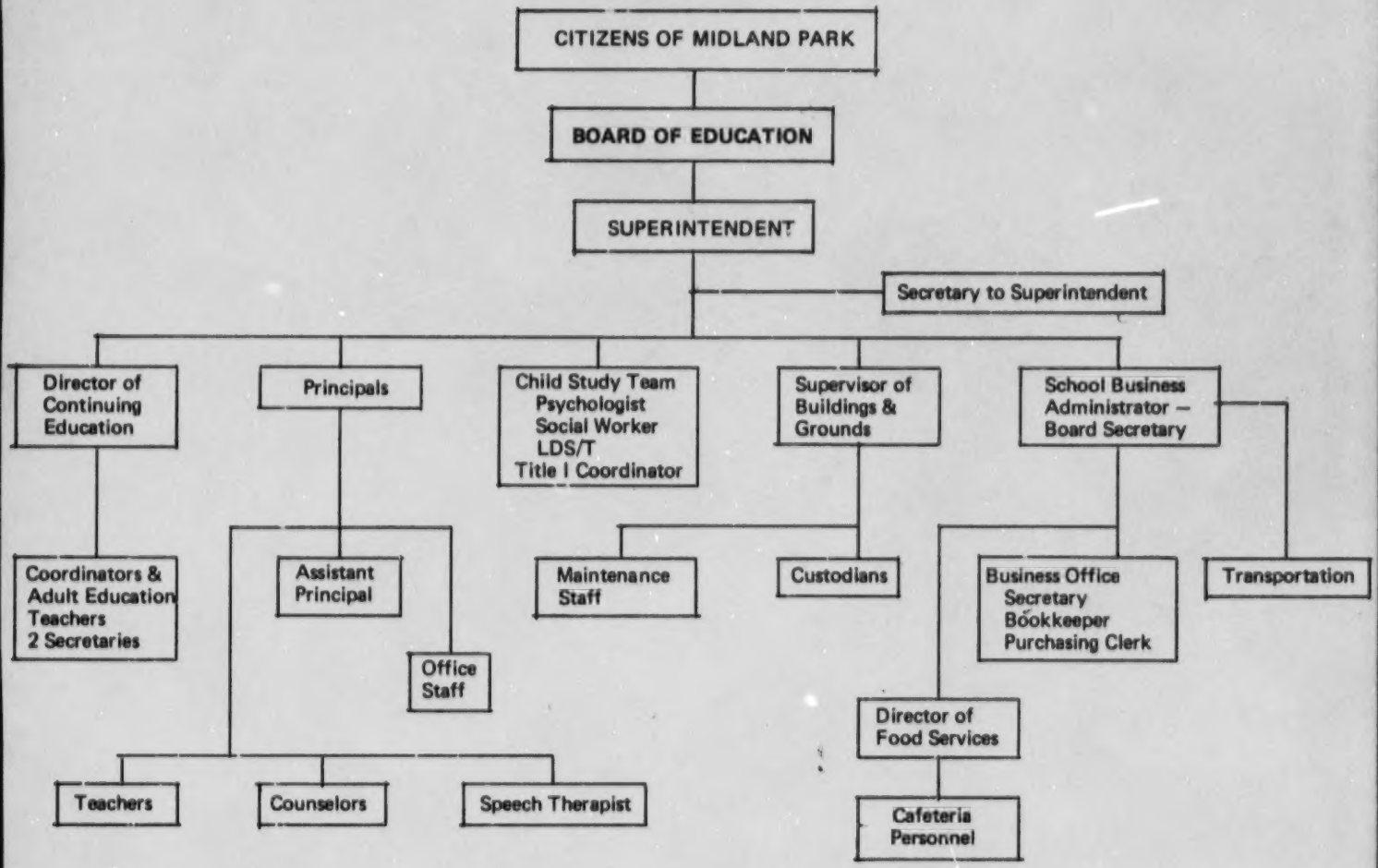
* NI, neurologically-impaired children are housed in a separate classroom and are mainstreamed into as many programs as are appropriate for them.
** High school enrollments include Ho-Ho-Kus pupils.

Administration

The chart on the following page shows the administrative structure of the school district.

* This section is based upon data furnished by Midland Park School Administration.

ADMINISTRATIVE ORGANIZATION
MIDLAND PARK SCHOOL DISTRICT



Philosophy

The philosophy of education for the schools was adopted by the Board of Education on September 13, 1976, and it is included in the Policy Book of the school district:

Philosophy of Education for the Midland Park Public Schools

WE BELIEVE:

The school must assume the responsibility to assure effective learning by the individual child of the basic academic skills, knowledge, concepts, and understandings. It must also assure the wholesome development of his personality, attitudes, and talents to the maximum of his potential.

This responsibility extends to the need for developing cultural and aesthetic appreciation and interests which will enable children to meet the demands of our modern, complex society.

The efforts of the school must be directed to the end that each individual will become an informed efficient, responsible, productive, and active member of our American democratic society. Each individual should be capable of analyzing the principles of his society and desirous of making positive contributions to it.

Education msut guide, inspire, and provide the stimulus for the perspective of worthy ideals, respect for others and their beliefs, and to search always for fundamental truths.

The school must assume the responsibility for maintaining communication between school, home, and community for the successful attainment of its philosophy.

The school must involve the community in the determination of its goals and objectives, providing classroom volunteers, establishing of advisory groups and assuring that the values of the community are an integral part of the school's educational program.

Educational Goals and General Objectives

In order to implement the educational philosophy of the school district, the Board of Education approved the following "Goals and General Objectives" on September 13, 1976:

Goals:

I. Through quality education every child should acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

II. Every child should acquire a positive attitude toward school and toward the learning process.

III. Every child should acquire to the fullest extent possible for him, mastery of the basic skills in reading, writing, and mathematics.

IV. Every child should acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

V. Every child should acquire the habits and attitudes associated with responsible citizenship.

VI. Every child should understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

VII. Every child should be given opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Every child should be prepared for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

General Objectives:

I. The professional staff shall review, evaluate, and if necessary, revise the curriculum to be consistent with district goals and objectives. Close articulation and cooperation among the three schools shall be maintained.

II. The professional staff shall maintain a continuing education program that meets the intellectual, vocational, recreational, cultural, and leisuretime needs of the community.

III. The professional staff shall explore measures that will aid in establishing costs, outcomes, alternatives, and priorities for programs.

IV. The professional staff shall develop effective methods of evaluation to determine if desired objectives are being achieved.

V. An effort shall be made to develop an awareness among all school personnel of the need for better human relationships and understandings in the daily operation of our schools.

Articulation

The district has an effective organization of grade levels in each of the three schools. Many efforts ensure articulation between schools and continuous progress for pupils as they move through the school system. The following activities exist to provide a smooth transition from one educational unit to the next:

1. The "General Objectives" of the Board of Education require that close articulation among the three schools be maintained.
2. Primary and middle school principals meet frequently to discuss articulation.
3. Schedules and programs are coordinated with some teachers shared between the two very closely located schools.
4. Curricular materials are selected for kindergarten through grade eight.
5. Meetings are held among teachers at different grade levels and schools to discuss methods, materials, and expected instructional outcomes.
6. A "Performance Objectives" booklet coordinates activities and skills expected to be taught at each grade level (K-7).
7. The guidance counselor who serves grades six and seven also assists grade eight students who are housed in the high school.
8. A comprehensive testing program carefully monitors student progress throughout the school district. This was recently revised and coordinated with the Ho-Ho-Kus school district.
9. Periodic meetings of all superintendents and other administrators in the area are held to coordinate programs in special education, vocational education, and honors programs.
10. High school staff are involved in elementary textbook selections, and the elementary curriculum guide is studied prior to selection of high school texts.
11. A district publication, "The Unifier," presents educational and personal information and activities about all members of the district.
12. Results of the State Minimum Basic Skills Tests are analyzed. If any deficiencies are found, pinpointed instruction is provided during the next grade or even in the next school. At the same time, the situation is studied in the grade tested, and appropriate program modifications are made, if necessary.

13. A survey on goals was disseminated to parents of Ho-Ho-Kus students in addition to the entire Midland Park community.

14. Midland Park's T&E Steering Committee has community representatives from the Borough as well as Ho-Ho-Kus.

15. A non-voting member of the Ho-Ho-Kus Board of Education sits on the Midland Park Board to discuss matters of mutual interest.

16. An Instructional Council composed of representatives at various levels helps plan instructional programs.

17. The school district articulates curriculum with its sending district.

Curriculum and Activities in the Teaching-Learning Process

The Midland Park school district, despite its relatively small size, offers a wide program of studies and services.

The Board of Education in a policy statement adopted in September, 1977, reaffirmed its commitment to "providing equal opportunities for all students commensurate with their needs, abilities, and their diverse cultural backgrounds." The sections below describe a number of the programs offered to meet that mandate.

Primary

Godwin School, which contains all pupils from kindergarten through grade three and ungraded neurologically-impaired pupils, has essentially self-contained classrooms. It has three sections of kindergarten and grade one, four groups of grades two and three, and a class of eight neurologically-impaired pupils. Strong emphasis is placed upon attainment of basic skills by all pupils, and varied approaches are used to accomplish this important goal. The Individual Math System is used to provide continuous pupil progress in that subject. A developmental reading program directed by a certified reading specialist is in operation. Language arts activities are derived from the reading program and are directly correlated with it. Provision is made for immature kindergarten pupils by arranging a small group developmental

program of 11 children. A teacher and an aide serve these children. In general, the school radiates a spirit of industry, warmth, and creativity.

Music, art, physical education, and library experiences are provided for children with some of the personnel in these areas either part-time or shared with the Highland School.

Primary and middle school time allotments are offered as a guide to assure adequate attention to the various subject matter fields. In kindergarten through grade five classroom teachers may deviate from this guide to meet special needs of the pupils; however, the schedule is followed very closely in grades six and seven, since these grades are departmentalized. The following table presents the time allotments in minutes per week.

Table 13
PRIMARY AND MIDDLE SCHOOL WEEKLY TIME ALLOTMENTS
Midland Park, New Jersey

Subject	Grade 1	2-3	4	5	6-7
Reading)	600	300	225	285	250
Language Arts)		300	300	300	250
Mathematics	220	200	200	200	250
Science	140	60	150	150	200
Social Studies	140	60	150	150	225
Music	75	75	45	45	45
Art	45	45	60	60	45
Physical Education	30	30	60	60	90
Health	120	50	45	45	45
Library/Guidance	30	30	30	30	50
Club	-	45	45	45	45
Totals for Week	1,400	1,195	1,310	1,370	1,495

Middle

The Highland School houses all district pupils in grades four through seven. It contains three classes of grade four and four sections of grades five, six,

and seven. Teachers in this school carefully build upon and expand skills initially developed in the primary school.

Classes are grouped homogeneously in kindergarten through grade five for part of the day for reading and math instruction, and for math only at grade six. Three reading levels exist within each class from grades four through seven. Sixth and seventh grade classes are departmentalized in organization. The Individualized Math System is followed through from primary grades for one class at fourth, fifth, and sixth grade levels. Reading programs are geared to developmental levels at all grades. Science courses in grades six and seven stress observation, investigation, and experimentation, while social studies courses emphasize the inquiry method.

Health instruction and a physical education program are offered all students by certified instructors teaching health classes to grades six and seven. Classroom teachers cover this subject in the other grades. Physical education teachers provide this instruction to all pupils. An innovative program at this level is gymnastics.

Art instruction is provided all students weekly in a room located in the basement. Both vocal and instrumental music opportunities are available, and a large band is in operation. Pupils do not have industrial or home arts instruction; however, a career education program (World of Work) is conducted for 10 pupils under the aegis of a Compensatory Education Research and Development grant.

The building contains a library in the basement, and pupils are afforded instruction in library science and daily use of the facilities.

Table 14 presents special subject teachers in grades one through seven.

Table 14
SPECIAL SUBJECT TEACHERS IN GRADES 1-7
Midland Park, New Jersey

Subject	Godwin	Highland
Art	1	1
Guidance	-	1 shared with grade 8
Library	1/2	1/2
Music*	1 shared	1 shared
Physical Education	1	1

* Middle school principal supervises music program in K-12. The district also has 1/2 time teacher of gifted and talented pupils.

High School

Midland Park High School is a small but comprehensive high school. Courses are designed for pupils who wish to follow the various paths: academic college, secretarial/clerical, and a vocational program for students who are expected to enter the world of work directly following graduation.

A large number of subjects are offered as shown by Table 15.

Table 15
HIGH SCHOOL COURSES
Midland Park, New Jersey

Course	Course	Course
Accounting I	Civil War & Reconstruction	Math III
Accounting II	Clerical Office Practice	Math IV
Advanced Art I	Commercial Art	Math 9-5
Advanced Art II	Concert & Marching Band	Math 10-5
Advanced Biology	Consumer Economics	Math 11-5
Advanced Music	Contemporary World Affairs	Math 12-5
Age of F. D. R.	Creative Sewing	Mechanical Drawing I
American Indian, The	Data Processing	Mechanical Drawing II
American History Survey I	Development of the Constitutional System	Mechanical Drawing III
American History Survey II	English 8, 9, 10, 11, 12	Medieval History
American Presidency, The	English-History Honors	Middle East, The
American Revolution, Then & Now	Europe of the Dictators	Modern Latin American History
America Since 1945	Electrical/Electronics	Nutrition
Ancient History	French I	Opening of the Far West
Art I	French II	Personal Typing
Art II	French III	Physics
Auto Body Repair	French IV	Power to the People
Auto Mechanics	Girls' Physical Education 11	Psychology
Automotive Specialties	Girls' Physical Education 12	Secretarial Office Practice
Beauty Culture	Girls' Physical Education & Driver Education	Spanish I
Beginning Typing	Girls' Physical Education & Health	Spanish II
Behind the Bamboo Curtain	Good Years, The	Spanish III
Biology	Health Occupations	Spanish IV
Biology B	Home Economics I	Spanish V
Bosses & Workers - The Rise of Labor	Home Economics II	Stenography I
Boys' Physical Education 11	Independent Study Project	Stenography II & Transcription
Boys' Physical Education 12	Industrial Arts I	Stenoscript
Boys' Physical Education & Driver Education	Industrial Arts II	Struggle for Equality
Boys' Physical Education & Health	Industrial Arts III	Thirty-one Math
Business Machines	Industrial Arts IV	Thirty-two Math
Business Math	Inside the Communist World	Thirty-three Math
Carpentry	Introduction to Physical Science	Twenties, The
Chemistry	Masonry	Twentieth Century Europe
Chem Study	Math IA	Twentieth Century Foreign Policy
Chorus	Math IIA	Vocational Typing
	Math IIB	Wars of America
		You and the Law

Provisions are made to meet the individual needs of students. Academically gifted students may take a new honors program for juniors, where English and social studies are correlated. Students may apply to do Independent Study projects. Midland Park also belongs to the voluntary Northwest Bergen Consortium, wherein 17 high school pupils take specialized courses at area high schools on an exchange plan. Transportation is provided for these students. Pupils may accelerate taking five years of math in four years beginning at grade eight and then taking an advanced course.

Employment-bound students also have a number of options available to them. A cooperative-work program is offered in distributive education. Two students attend Bergen Vocational-Technical School in Hackensack, and 27 participate in the satellite program at the Northwest Bergen Technical Center in Mahwah. They are transported by the district. Innovative programs for handicapped pupils and adult education opportunities will be discussed later in this report.

The Board of Education has set requirements for receipt of diplomas by pupils. These are as follows:

1. One year of science or one year of home economics or industrial arts.

2. One year of college preparatory, general, technical, or business mathematics or accounting.

3. Three years of social studies, which shall include the two years of mandated study in United States History, including study of the Constitution and Black history.

4. Four years of English, except that students enrolled in the Cooperative Education Center may substitute any of the following for one year of English:
   a laboratory science course, business machines, an additional year of mathematics, consumer economics, accounting, typing, psychology.

5. Four years of physical education, health education or safety education. This requirement shall include 30 clock hours of instruction in driver education (classroom oriented) and 6 clock hours of instruction in driver training (behind-the-wheel). A minimum of 150 minutes of instruction per week shall be required each year.

Pupils who need to develop further skills in reading are grouped in a special language arts section in grade eight and in a developmental English class in the high school program. There is also provision for pupils to further improve basic mathematics skills over a matter of years in the high school.

Interdisciplinary Activities

In the primary grades there is coordination between art and music and regular classroom activities. The program of the library is integrated with all subject areas. All programs for special children are well related to the total program at all levels. This refers to neurologically-impaired, perceptually-impaired, orthopedically-handicapped, and hearing-impaired students. At the primary level, also, language arts activities are derived from the reading program, club activities relate to the classroom program, and enrichment activities are an extension of classroom lessons.

All the above relationships are continued in the middle school. In addition, social activities sponsored by the Student Council support various activities of the general curriculum, and co-curricular experiences re-enforce other curricular learning.

The innovative TV production program at the high school provides frequent opportunity for interdisciplinary activities—integration of technology with art, music, English, history, and other areas. The English-U. S. History Honors class at the junior level is an excellent example of integrative learning.

Finally, the district "School News" encourages integration of various areas by its articles concerning all schools and departments. "The Unifier" published by the Midland Park Education Association also is an excellent informant of activities of various levels of the school system.

Class Size

Average class sizes at primary and middle school levels are presented in Table 16.

Table 16
PRIMARY AND MIDDLE SCHOOL AVERAGE CLASS SIZE
Midland Park, New Jersey
1978-79

School	Grades/Average Class Size									
	K	1	2	3	4	5	6	7	Sp.	Total
Godwin	24.5 13.0*	21.5	18.0	19.5	-	-	-	-	8**	20.9
Highland	-	-	-	-	23.7	21.3	22.3	24.0	-	22.8

* Developmental class.
** Not included in total.

Class sizes at kindergarten through grade seven levels make for efficient teaching and learning.

Table 17 indicates class sizes at Midland Park High School.

Table 17
SECONDARY SCHOOL AVERAGE CLASS SIZE
Midland Park, New Jersey
1978-79

Subject	Average Class Size	Subject	Average Class Size
English	23.3	Business	19.2
Foreign Languages	14.6	Arts	14.6
Mathematics	20.4	Band	49.0
Science	20.4	Physical Education	26.5
Social Studies	23.1	Health	24.6

Use of Media

Midland Park libraries are important in education in this Borough. While the rooms at Godwin and Highland are in the first case cramped and in the latter located in a basement area, books and audiovisual materials appear to be very adequate. The 1979-80 budget continues to support the media area, making steady increases at kindergarten through grade seven and holding at a satisfactory level at the high school.

Classroom teachers use instructional media in all subject areas. They are assisted in this by half-time professional librarians at primary and middle school levels and full-time staff at the high school level. A definite plus here are the services of a professionally-trained and experienced TV specialist.

Storage of audiovisual equipment at Godwin is inadequate as various projectors are kept in an upstairs corridor on a table. The basement location of the Highland building handicaps the widest use of this facility.

The new high library complex is an excellent facility containing all the elements to motivate students to its use - open stacks, individual carrel work stations, comfortable reading corners, and the TV studio. It houses 16,000 volumes and many updated nonprint media.

Co-Curricular Activities

Co-curricular activities are an important phase of the educational program at all levels. They begin at primary grade level with a few clubs, after school intramural sports, and a school newspaper. Interest activities broaden at the Highland School with a varied club program with all pupils given ample opportunity for participation by reserving a weekly class period within the school day. A large band is in operation here; in fact, its numbers have outgrown the small multipurpose room stage.

A newspaper is written periodically, a chorus is available, and a Student Council presents the students' voice.

The high school cocurricular program is much more extensive than expected in a small high school. In addition to a broad program of interscholastic sports, there is provision for intramural participation, "Saturday Enrichment Classes," marching band and "club-type" sports. In addition, pupils may participate in non-athlete leagues in mathematics, chemistry, and chess; a student-faculty senate; National Honor Society; 12 Career clubs; and a full program of literary and dramatics productions. There is unusual provision for annual review of these programs in order to improve them and keep the choices such as to satisfy needs and interests of all pupils.

Pupil Personnel Services

A Director of Child Study is responsible for administration of the special education programs, the supervision of personnel who provide services to handicapped students within the district, and placement outside the district. Child Study staff includes virtually a full-time psychologist, social worker, learning disability teacher-consultant, and speech services. These personnel diagnose problems, evaluate and classify pupils, and recommend the "least restrictive" program which will assist the pupil in learning. In every case possible, while handicapped pupils are provided special attention by trained teachers, they are scheduled back into the mainstream of the school.

Special services for Midland Park pupils outside the district include: prekindergarten classes for handicapped children in Maywood, placement in Special Education Region classes or those of the County Board of Special Services, and placement in residential settings for those children who require them.

Many excellent programs are being conducted within the district for "special" pupils. These include programs for neurologically-impaired pupils, supplementary instruction for perceptually-impaired children, resource rooms, compensatory education efforts, and a Title I Communication Arts supplement. Special services at the high school level include programs for orthopedically-handicapped students, hearing-impaired students, and those who need the services of an adaptive physical education program permanently or during a temporary period of physical impairment.

While high school classes are offered for those who need basic improvement, the other extreme has not been forgotten with "Honors" classes within the district and participation in the High School Consortium meeting special needs of talented pupils. The Satellite and Distributive Education offerings should be rementioned in this context in responding to specific pupil interests.

The Midland Park Board of Education, its administrators and teachers have taken every opportunity to avail themselves of funds to assist individual pupils, including those in all the above programs. Worthy of special attention is the tuition-producing program conducted with the Board of Special Services for hearing-handicapped pupils. From the attitude of superintendent to special personnel, facilities, and "mainstreamed" operation into the regular classrooms—this is a superior program. The program for orthopedically-handicapped children with installation of a State-funded adaptive gymnasium is also unusual.

A State-funded "English as a Second Language" program is offered language-restricted pupils. Health programs are provided for non-handicapped pupils with half-time nurses in the two lower schools and a full-time nurse at the secondary level. Health instruction is provided throughout the grades. A guidance

service is offered at Highland School with bi-weekly group sessions, personal conferences, and articulation efforts for pupils between seventh grade, eighth grade and the high school years. Counselors are also available at the high school level to provide full services of educational testing, course and personal guidance, and assistance in entering colleges or employment following graduation. A new district effort in this area was study and recommendation of a more comprehensive educational testing plan which went into operation during the 1978-79 school year.

Community Use of Schools

Midland Park has been making unusual use of its plant for fifteen years conducting an adult education program. Within recent years "The Continuing Education Program" became a cooperative effort with the Waldwick school district. It is the largest program in Bergen County with over 9,000 registrants.

The program uses facilities in both the Midland Park and Waldwick High Schools in order to offer the various courses to area residents. Courses are offered evenings in the schools. Augmenting the evening offerings are various daytime courses which are held at churches, swim clubs, tennis clubs, and other privately owned establishments. In general, courses run for three semesters - ten weeks in the fall, ten weeks in the spring, and an additional six-week mini semester in late spring. The calendar runs concurrently with the daytime school.

Over 300 courses are offered in the areas of arts and crafts, business and technical, college (credit, non-credit and graduate credit), health, languages, music, sports, and personal enrichment. The program also offers theater trips, travel to other countries, and ski programs. There are also courses which are offered to persons with special needs; among these are High School Equivalency, English As A Second Language, and Signed English (for hearing impaired).

The Board of Education further encourages the use of its schools by community groups "whose membership is comprised of at least 50 per cent of Borough residents." School-connected groups, whose use does not require extra services, may use the buildings free of charge. Other groups may use the buildings with payment of cost of services for "public literary, scientific, recreational or educational meetings." Many Borough organizations make wide use of school plants under Board policy.

Food Service

A Class-A lunch is served at all three schools. Meals are prepared at the high school and are transported to the two other schools where supportive services are provided. Recent improvements have been made to the basement cafeteria in the Highland School and the High School installation with grants from the State Department of Education.

Pupil Transportation

Other than special students, no pupils are transported to the three public schools in Midland Park. Transportation is provided for students attending programs for handicapped children both within and outside the district. Pupils are also transported to the High School Consortium, the Northwest Bergen Vocational Center, Bergen Technical-Vocational School, and athletic contests by three district-owned buses. A moderate amount of funds is also budgeted for class field trips.

VII

EXISTING FACILITIES

Midland Park has three school buildings. Students in kindergarten through grade three attend Godwin School, and grades four through seven are at the Highland School. The High School houses grades eight through twelve. The Board of Education and administrative offices are located in the basement of the Highland School. Table 18 gives some selected facts about the schools. A description of each school follows, along with site and floor plans. Tables giving the capacity and physical and educational evaluation of each school appear in the Appendix.

Table 18
SELECTED CHARACTERISTICS OF SCHOOLS
Midland Park, New Jersey
1978-79

School	Site Size (acres)	Date of Original Construction	Capacity	Enrollment 1978-79	Evaluation	
					Educational	Physical
Godwin	1.49	1952	353	294	448	735
Highland	3.49	1924	365	341	590	712
High	23.20	1957	672	765*	848	793

* Includes 174 tuition students from Ho-Ho-Kus.

Godwin School

Site Size:	1.49 acres
Dates of Construction and Additions:	1952, 1954, 1965
Capacity:	353
Enrollment (9/30/78):	294
Grades Housed:	K-3, Special Education
Educational Evaluation:	448
Physical Evaluation:	735

Godwin School is a well maintained building situated on a very small site. It is located in a residential area a short distance from the commercial area on Godwin Avenue. It has a small play area. Area parking is very limited, with most of it on the street. There are a few spaces in a narrow dead-end drive that leads into the macadam play area around a blind curve to the rear of the building. Access to this area should be limited, and the drive should have a movable barrier placed where the warning sign is at the rear wall.

The original building was constructed in 1952, five rooms were added in 1954, and the final six in 1965. The building is of sound construction, two-story, with a brick facing, and of pleasing appearance.

Heating is uneven in different parts of the building and requires attention.

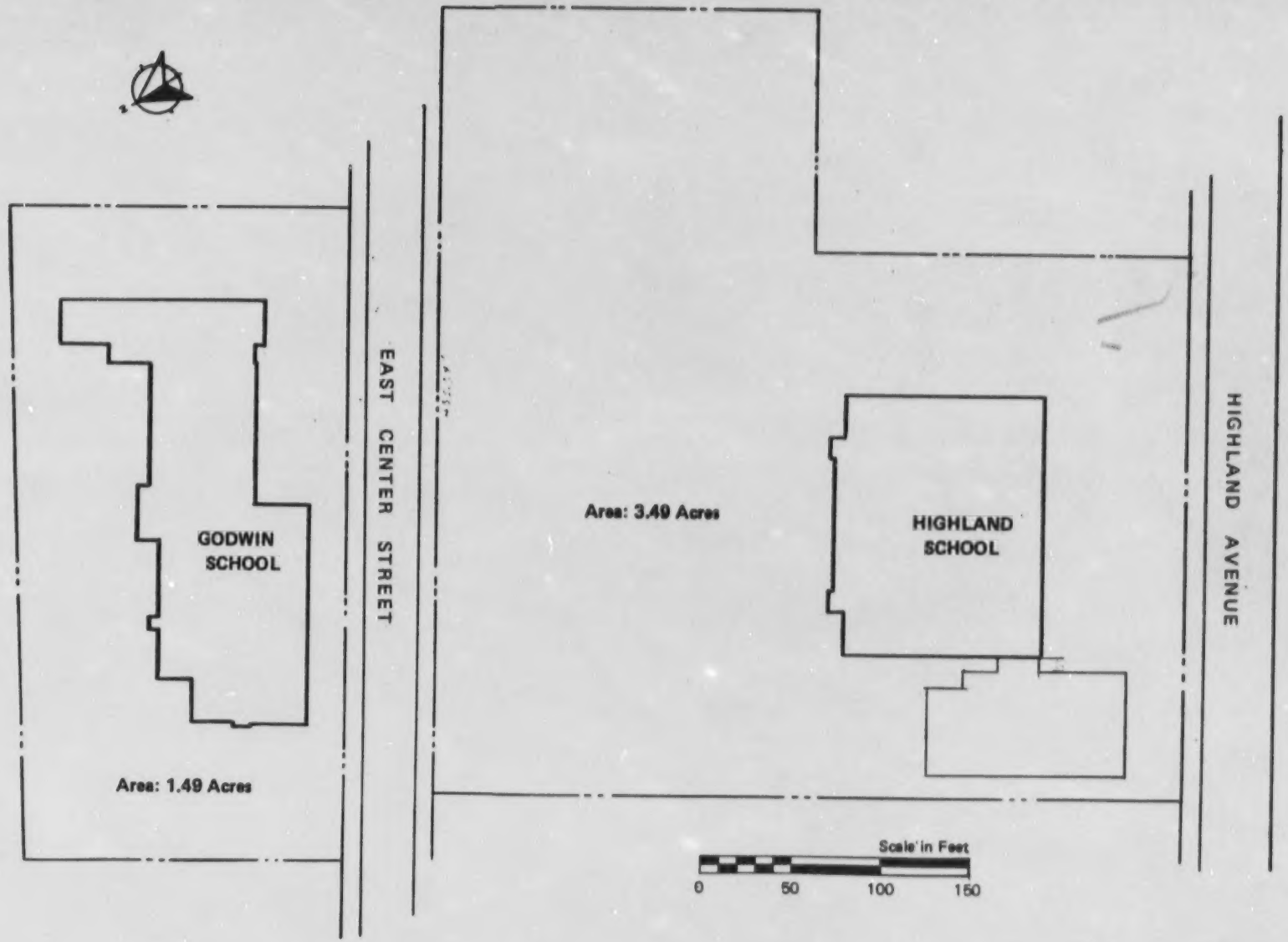
There are fourteen general classrooms, two well-equipped kindergarten rooms, a multipurpose room, instructional media center, and a small art room. Two rooms are used as a resource room and for a Title I program. Half the classrooms are smaller than the 800 square feet recommended by the State. While the multipurpose room is of acceptable size, its triple use—cafeteria, gymnasium, auditorium—inevitably

causes interference and duplication of effort. The instructional media center is very crowded and seriously undersized. The art room is substandard in size, and it lacks a sink. Pupils do large projects such as murals out on the corridor floor. The Title I room is comfortably appointed and is carpeted.

Teacher service facilities have outstripped the increased staff which came with the building additions. Dining, conference, and workroom accommodations are inadequate, and parking facilities are not sufficient. More storage space should also be provided.

The building has not been adapted for use by physically handicapped persons.

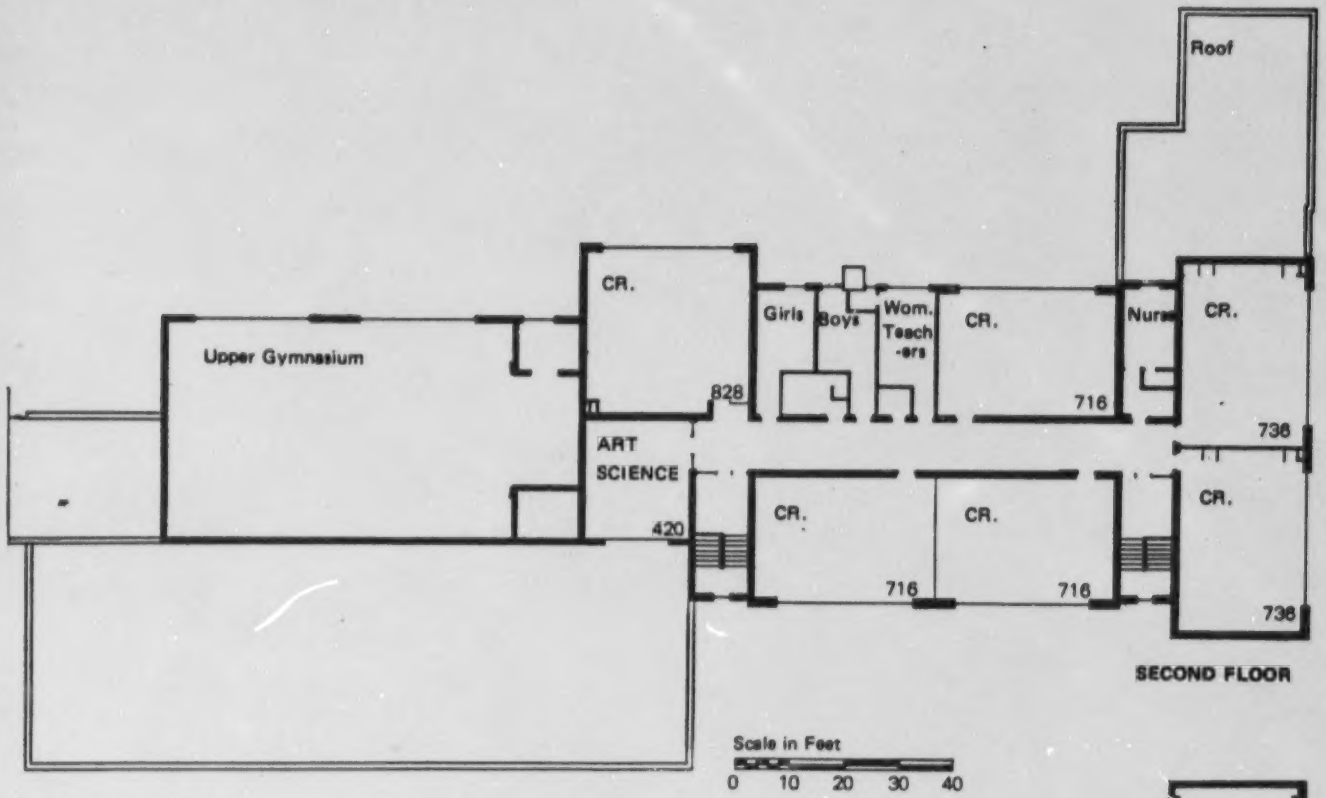
Finally, the administrative suite is completely inadequate with the principal's office very small and not soundproofed; and no conference room is available.

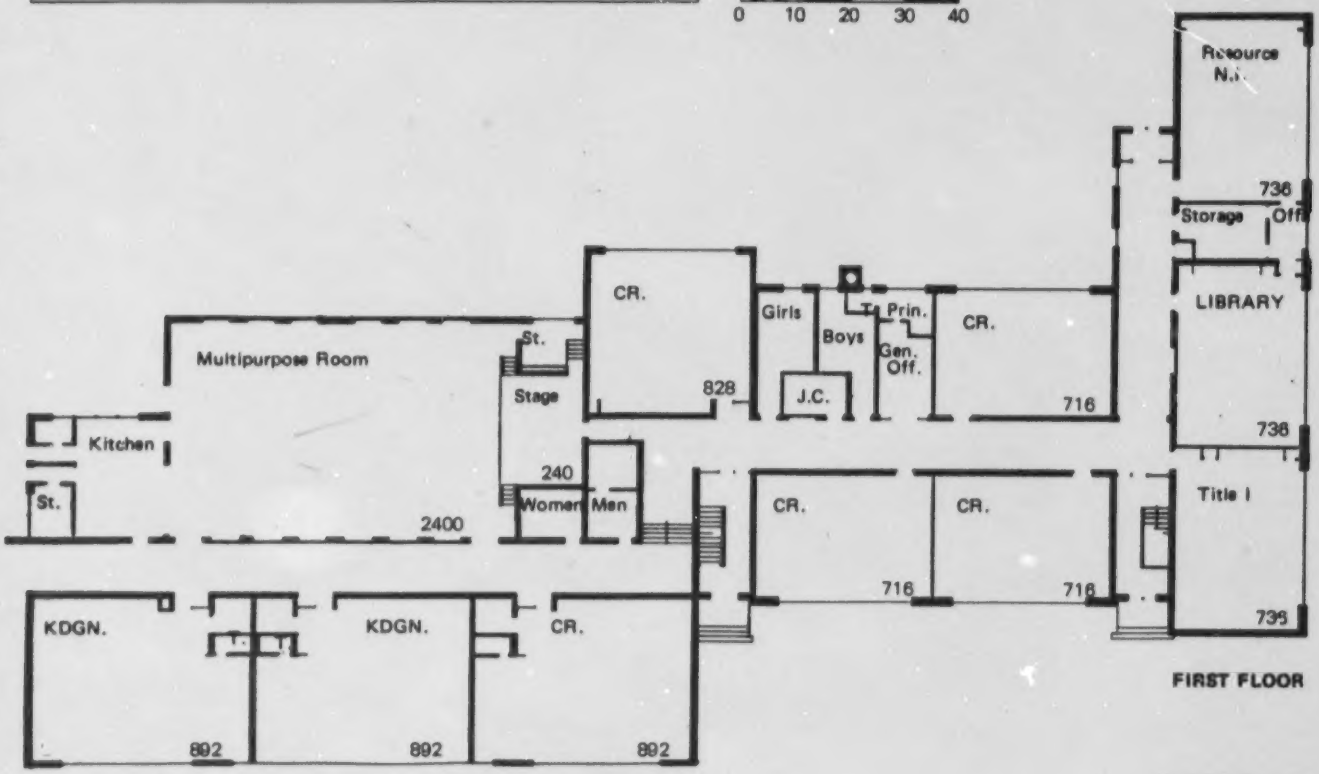


57

SITE PLANS
GODWIN AND HIGHLAND SCHOOLS
MIDLAND PARK, NEW JERSEY

58





FLOOR PLAN
GODWIN SCHOOL
MIDLAND PARK, NEW JERSEY

Highland School

Site Size:	3.49 acres
Dates of Construction and Addition:	1924, 1978
Capacity:	365
Enrollment (9/30/78):	341
Grades Housed:	4-7, Special Ed.
Educational Evaluation:	590
Physical Evaluation:	712

Highland School is an older building which makes use of many sub-standard facilities and still is overutilized. It is located very close to the Godwin School and the Borough facilities. In fact, its parking area is shared with Borough personnel. It has limited play space on a higher level than the school. The play area is not developed except for two backstops and is inadequate in size for a comprehensive middle school program.

Board of Education and Administrative offices occupy space in the basement of the school, and these are entered by the public through a depressing masonry-surrounded ramp.

This building was constructed in 1924 and the auditorium floor was redesigned so it could be used also as a gymnasium in 1978. It is heated by oil-fired hot water with free-standing radiators (some in the basement area are hung from the ceiling). Temperature in various classrooms is irregular. Classrooms also lack unit ventilators, and this causes a problem of unsatisfactory ventilation. There are no toilet rooms available for adult public use except for those in the nurse's unit and the teachers' room.

The building contains 15 general classrooms, a dual-purpose room (auditorium-gymnasium), two classrooms used for handicapped pupils, an instructional media center, art and music rooms, and a room devoted to a compensatory education program.

The classrooms are very slightly below state recommended minimum size, and they have wooden floors which have areas of unevenness. The classrooms do not contain sinks except for the art room.

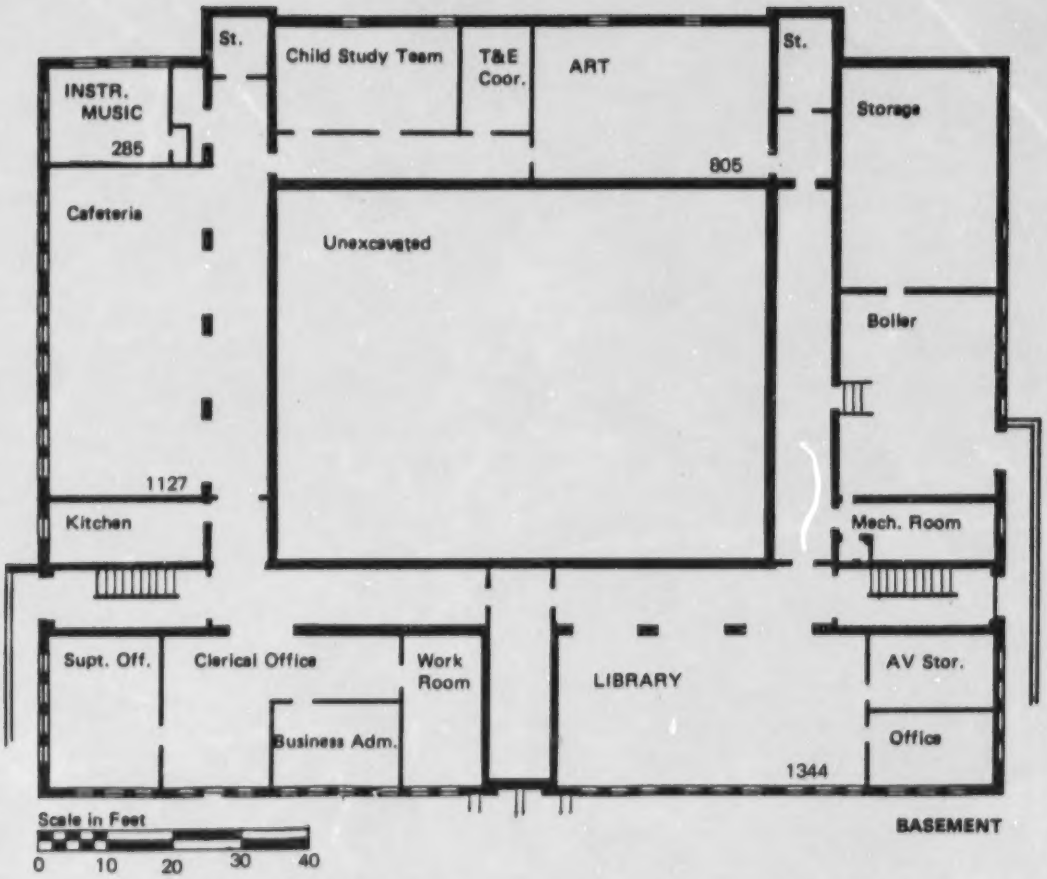
Adult service facilities are inadequate for the personnel housed in this building. The teaching staff lacks satisfactory dining, work, and conference space; and the central administration and other employees lack the rudiments of comfort and sanitation. The very pleasantly-decorated administration offices also lack toilet facilities.

Parking across the street from the school appears adequate. The building has not been adapted for the physically handicapped, although understanding administrative adjustments have been made for a physically handicapped pupil now in grade five.

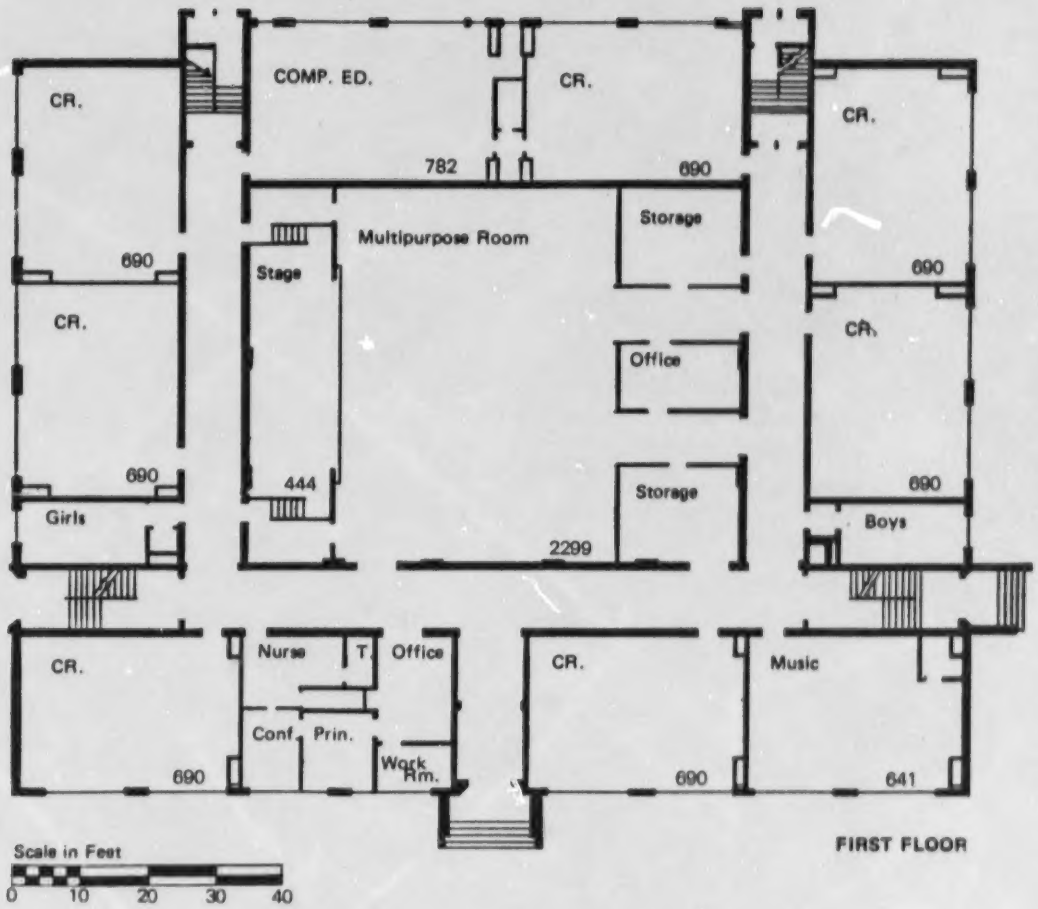
Although a good educational program is operating in the building, it lacks many elements of being a superior program because of a number of building deficiencies including: (a) inadequate, and dual purpose, gymnasium without locker rooms and showers; (b) a science "room" substituting for a well-equipped science laboratory; (c) lack of industrial arts and home economics facilities; (d) an undersized library without many of the elements of a comprehensive instruction media center; (e) lack of facilities for many pupil activities such as publications, career-education,

and extracurricular activities; (f) insufficient outside physical education and intramural athletics area as well as no onsite opportunities for nature and environmental studies; and (g) despite attempts to beautify this area, an unattractive basement dining area.

Doors on the second floor lockers restrict flow of traffic and narrow the passageways below State corridor standards when opened.



FLOOR PLAN
HIGHLAND SCHOOL
MIDLAND PARK, NEW JERSEY



FLOOR PLAN

HIGHLAND SCHOOL

MIDLAND PARK, NEW JERSEY

SECOND FLOOR

Scale in Feet

0 10 20 30 40

FLOOR PLAN
HIGHLAND SCHOOL
MIDLAND PARK, NEW JERSEY

Midland Park High School

Site Size:	23.2 acres
Dates of Construction and Addition:	1957, 1975
Capacity:	672
Enrollment (9/30/78):	765
Grades Housed:	8-12, Special Ed.
Educational Evaluation:	848
Physical Evaluation:	793

The High School is an attractive, single-story building located on a slight knoll off relatively busy Prospect Avenue. It has a large site, and it is close to Borough park facilities which are used for interscholastic athletics. Parking for increased staff for various recently introduced programs is barely adequate, and it is somewhat inadequate for the present student population. (Since enrollment is decreasing, this will not be a continuing concern.) There is a barn used for storage and a privately-owned property to the right front of the site. (The Borough Master Plan suggested that this latter property be obtained if it becomes available.)

The original building was constructed in 1957 and was expanded in 1975, preparatory to acceptance of tuition students from Ho-Ho-Kus, by an excellent auditorium, library, and music room.

Some unevenness of temperatures were reported. It is anticipated that boiler replacement may be needed in 15 years and major roof repairs are needed within the next 8 years.

The building very satisfactorily facilitates the educational program as evaluated according to State standards, and its physical condition is also ranked within the satisfactory range. At the same time, there are some shortcomings which might

be alleviated as enrollment decreases, and as some maintenance projects are considered within the next 10 years.

A number of instructional spaces are small which restricts student selection and tends somewhat to hamper the program. This is true in the case of an art, science and home economics room and the TV studio. The music room is of good size, but it is too "lively" and needs more sound-deadening treatment. A second music room would also be desirable.

The physical education-intramural-interscholastics facilities are very tight especially as girls' athletic programs have been expanded; there is serious need for a team room for girls' programs. Spring warping of the gymnasium floor is also reported. It was estimated in 1973 that replacement would exceed $50,000. This figure would need to be updated if this project were to be done. A dust collector system is needed for the industrial arts shops, and exhaust fans are lacking to remove odors adequately from the chemistry laboratory.

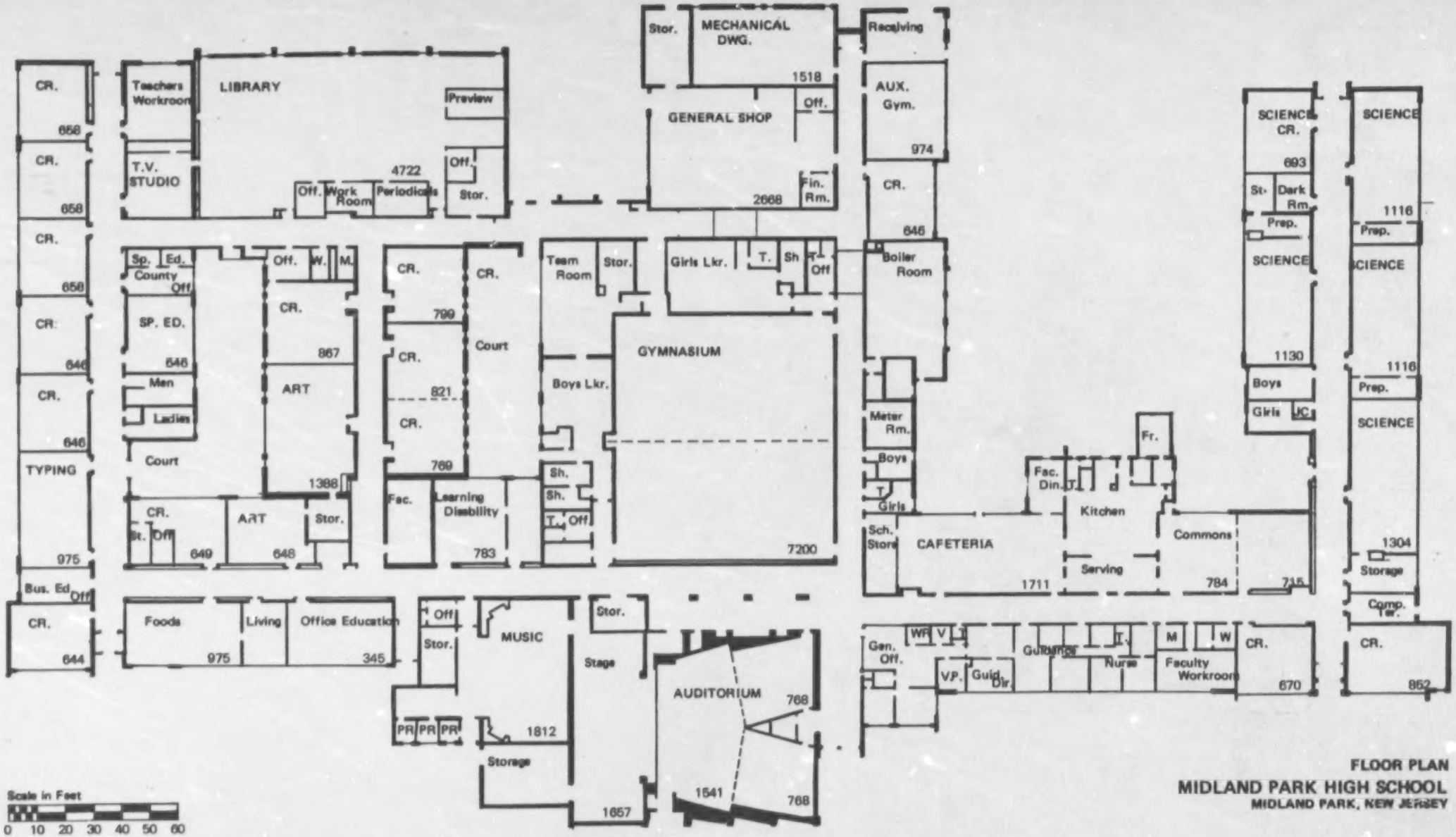
The High School lunch facility furnishes lunches for the two other schools as well as for the High School. The dining room is well-used; a former commons area is also used for dining.

In regard to major maintenance and renovation projects, the maintenance barn needs immediate improvement such as water and toilet facilities; this has currently been recommended for attention in the 1979-80 budget year. There is need for replacing some corridor floor tiles, replacing stained ceiling tiles, improving the science ventilation and installing a required dust collection system in the industrial

art shops. Heat should be installed in the photography darkroom, and the wooden doorframe opposite room 55 should be replaced. Walk areas around the front of the school should be completed and connected to existing walks.

If the gymnasium floor continues to warp, repair of this condition should be budgeted as early as feasible.

SITE PLAN
MIDLAND PARK HIGH SCHOOL
MIDLAND PARK, NEW JERSEY



FLOOR PLAN
MIDLAND PARK HIGH SCHOOL
MIDLAND PARK, NEW JERSEY

VIII

ANALYSIS AND TIMETABLE

Declining Enrollments and Capacities

Enrollments in all grades are continuing to decrease, dropping from the 1978-79 total of 1,400 (including Ho-Ho-Kus) to about 1,060 during the last contracted year for four receiving grades with Ho-Ho-Kus (1983-84). For the same years the kindergarten through grade twelve figures without Ho-Ho-Kus are 1,226 and 925.

The highest kindergarten class in the past decade was 136 in 1971-72; the expected kindergarten enrollment in 1979-80 is 64. Enrollments in kindergarten through grade twelve should stabilize at about 820 pupils by 1988-89. With this enrollment a high school with grades eight through twelve would total less than 300 pupils; for grades seven through twelve less than 350 pupils; and for grades six through twelve about 400 pupils. It is anticipated that, with the present Ho-Ho-Kus sending-receiving relationship, there will be space at the High School for grade seven in 1980-81; and enrollment would total about 750 pupils, close to the present enrollment of 765 and not too much over the ideal capacity, according to State standards, of 672.

At an appropriate time suggested in the timetable, Godwin School would house pupils in kindergarten through grade four or five. Highland School would be used temporarily only for pupils who might overflow Godwin School. The High School would contain grades six through twelve, and it would be organized into a middle school (grades six through eight) and a high school (grades nine through twelve).

Major changes in school district organization should await the 1983-84 school year. It is important, however, to relieve pressure temporarily on the Highland School; this could be accomplished by transferring grade seven to the High School beginning in the 1980-81 school year.

Transfer of grade seven to the High School would release four classrooms at Highland for use by the remaining three grades. Temporary improvements should be made in the building to enhance the intermediate grade program which would remain. In the meantime, seventh grade pupils would be provided industrial arts, home economics, and science laboratory programs; and they would have contact with superior physical education facilities and a comprehensive library.

In fact, it is anticipated that there may be some staff time available at the High School in home economics and industrial arts in September, 1979. If this were to materialize, tentative thoughts of administration to transport seventh grade pupils to the High School for these subjects should be accomplished. It would provide important exploratory experiences to pupils of this grade one year earlier.

The remaining portions of this chapter deal with alternatives which could be followed within the next 10 years and with major maintenance and renovation projects.

Alternatives for School Reorganization

Ho-Ho-Kus and Midland Park are currently completing the fifth year of a 10-year sending-receiving contract, which has been mutually beneficial to both districts. The first consideration for Midland Park should be to carry on a series of conferences locally, and with the Board and administration of Ho-Ho-Kus, concerning a 10-year extension of this contract. Following are a series of alternatives which should be examined by Midland Park concurrently with discussions between the Boards and administrations of the two districts.

Alternatives if Ho-Ho-Kus and Midland Park were to renew the sending-receiving relationship for a second 10-year period:

1. Consider regionalizing with Ho-Ho-Kus for grades seven through twelve.

2. Consider receiving students from grades seven and eight as well as nine through twelve from Ho-Ho-Kus.

3. With either of the above plans, organize Highland School as an intermediate school for pupils in grades four through six.

Alternatives if Ho-Ho-Kus were not to renew the sending relationship:

1. Reorganize the school district with kindergarten through grade five in the Godwin School and grades six through twelve in the High School. The Highland School would be used for overflow classes from Godwin if it were necessary, administration, and possibly other Borough purposes.

2. Reorganize the district with grades four through eight housed in the High School, kindergarten through three in Godwin School, and high school pupils sent to a neighboring high school on a tuition basis. Use Highland for administration and possibly other Borough offices, and/or fully or partially rent, or sell.

3. Reorganize as in either above and accept greater numbers of special education pupils on tuition at appropriate grade levels.

4. Regionalize with Ho-Ho-Kus in grades seven through twelve, probably also assign grade six to that building, and contain kindergarten through grade five in Godwin School with overflow classes in Highland.

Whether or not the contract with Ho-Ho-Kus were to be extended for a second 10 years, the Highland School cannot be refurbished economically to support satisfactorily a modern middle school program; therefore, it is recommended that grades seven and eight, and possibly six, be housed in the High School.

Present Regional Study

The Board of Education is complimented for conducting a study of the advantages and disadvantages of regionalization now under way with the Waldwick school district. Results of this study, which are scheduled to be received by the end of this school year, should be very seriously considered.

The two districts currently are engaged in a number of cooperative educational ventures operating very successfully. These include the Continuing

Education School, the High School Consortium, placement of special education students in each other's classes, and students of both districts attending the Northwest Bergen Technical Center.

If the Boards of Education of both communities do not see benefits of regionalization to both districts, other alternatives should be investigated. These could include sending high school pupils of grades to be determined on tuition to Waldwick High School.

If suitable arrangements could not be made with Waldwick, and if the Ho-Ho-Kus arrangement were not to be continued, serious consideration should be given to a sending-receiving relationship with Northern Highlands High School on a tuition basis for Midland Park secondary school pupils.

Of course, the above discussions would be contingent upon decision following serious conversations with the Board of Education of Hó-Ho-Kus to determine what the long-range relationship would be with that district.

If a continuing receiving-sending relationship with Ho-Ho-Kus were not to be established, pressure could be taken off the Highland plant by establishing it as a grade-four-through-six school, or eventually four and five. Grade seven, and then possibly grade six, could be transferred to the High School as space became available there through withdrawal of Ho-Ho-Kus pupils or declining enrollments in grades eight through twelve.

Even with receiving Ho-Ho-Kus students, it is anticipated that by the 1983-84 or 1984-85 school year Godwin could house kindergarten through grade five with approximately 390 pupils, and the High School could house grades six through twelve with an enrollment close to the present number.

As the study is in process, renovations should be completed at the Godwin School for the long term and improvements made at Highland for the short

term. These improvements to facilitate the educational program and to improve the physical plant follow.

Renovations

Table 18 on page 46 indicates the ratings of the schools according to physical condition, ranging from 712 to 793. A total of 750 is considered satisfactory by the State.

The following renovations are needed at Godwin in the near future:

1. Irregularity of heating for comfort and the age of the boilers suggest that the heating system should be updated.

2. Suitable provision for the handicapped should be made. This includes barrier-free access, toilets, drinking fountains, etc.

Other changes should be planned in this building to bring its educational function up to a satisfactory level.

Improvements in Educational Function

The schools have been evaluated for educational function, and a rating assigned each. These range from 448 to 848. For elementary schools a total over 600 is considered satisfactory. The following changes are needed in the indicated schools in the near future in order to offer students the required educational program.

Godwin School

1. A larger, better equipped art room. This can be obtained by switching rooms with that now used for a small group of neurologically-impaired children.

2. A larger library, which could be accomplished by removing the wall between the present library and Title I room. The latter function can be housed in a vacant room as it becomes available.

3. As other rooms become vacant in succeeding years, space should be used to develop:

a. an adequate administrative suite, including principal, secretary, and nurse's quarters, using the present space together with the area of the adjacent classroom;

b. teachers' rest, work, and conference spaces; and

c. a music room.

Highland School

Short-Term Improvements

Since it is anticipated that the Highland School would be utilized from the 1980-81 school year through mid-decade for an intermediate school program, there are a number of economical short-term improvements needed. The following renovations, maintenance, and conversion actions should be taken:

1. The art room should be relocated from the basement to a vacated seventh grade classroom on the second floor, and a sink installed.

2. A sink should be installed in the science classroom. A portable science unit, which could be used in the long-term future at Godwin, should be examined for this use.

3. Leaking at the northwest corner of the building should be repaired.

4. Public toilet rooms should be installed in the basement and second floor levels.

5. A room should be outfitted for combination career education and industrial arts hand tool operations. The "Technology for Children" program should be investigated for adoption in such a space.

6. One room should be devoted to pupil activities such as publications.

7. Doors should be removed from second floor corridor lockers.

8. A vacated classroom should be devoted to teacher conference and work space.

9. With transfer of seventh grade to the High School, large gymnastic equipment should be sent to the High School.

10. Considerable painting should be done throughout the building to brighten it and improve the atmosphere.

11. While the Board offices remain in the basement area, the entrance could be brightened considerably.

Long-Term Plans

If the Highland plant is to be vacated as a school by the middle of the next decade, the Board might establish a Citizens' Advisory Committee with representation of the Board, administration, the Borough, and the community to consider the best use of the building to serve the purposes of the Board, the Borough, and the general community. Not only could this plant serve a number of useful purposes, but it could also be kept in good repair were a portion of it needed to be refurbished for school purposes if birth rates should change radically in the future.

Midland Park High School

The High School was evaluated satisfactorily according to both physical and educational functioning. Various relatively minor maintenance projects noted in a previous section should be planned within yearly budgets. Probably the most immediate concern is the warping of the gymnasium floor. Renovation of the heating system could also be a long-term need.

As enrollments decrease, it would be possible to move various programs into larger spaces. A future study of this should be made by administration.

Time Schedule

Following is the recommended time schedule:

School Year	Action
1979-80	Study of Master Plan for Educational Facilities and Report of the Midland Park-Waldwick Citizens' Committee to Study Regionalization by the Board of Education, the community, and the school staff.
	Grade seven pupils transported to the High School for exploratory programs if anticipated staff time materializes.
	Board of Education plan transfer of grade seven to High School and study utilization of Highland School for 1980-81.

School Year	Action
1980-81	Grade seven pupils transferred to High School.
	Board of Education discuss with Ho-Ho-Kus Board renewal of a contract for a second 10-year term.
	Board of Education appoint a Citizens' Committee to study school reorganization and make recommendations to the Board.
1982-83	If an extended contract with Ho-Ho-Kus is not indicated, the Board should plan and implement grade reorganization which seems indicated by the report of the Citizens' Committee.
1983-84	The Board should close the Highland School and reassign the pupils within the district as decided from previous study.
1984-85	After decision about its future use, the Highland building should receive permanent renovations and be put into operation in its new capacity.

Costs

Most of the maintenance and renovations included in this report can be budgeted. In fact, the Board has included $45,350 in the approved 1979-80 budget for a number of the recommended actions. By closing the Highland School for instructional purposes, there will be savings realized in administration, operation, maintenance, and insurance. There may also be economies effected in personnel, depending upon the staff who would need to be transferred to Godwin or the High School to serve pupils newly assigned to those buildings. A number of specialized personnel might be deleted.

Replacement of heating systems, which may be necessary in one or more of the buildings in the future, would need to be budgeted as capital outlay expenditures as these improvements become necessary.

SUMMARY

County Bergen District Midland Park Date May, 1979

Area 1.69 sq. mi. Per Cent Developed 94 Current Enrollment 1,226*

Enrollment in 5 Years 925 Enrollment in 10 Years 814

Pupils in Temporary Facilities None Pupils on Less Than Full-Time Session None

School	Grade Levels Present	Grade Levels Proposed	Functional Capacity	Site Size (acres)	Location	Estimated Occupancy Date**
EXISTING						
Godwin	K-3	K-5	353	1.49	E-5	1984-85
Highland	4-7	Close		3.49	F-5	
High	8-12	6-12	672	23.20	C-4	1984-85
PROPOSED SCHOOLS: None						

* Plus 174 Ho-Ho-Kus pupils in grades 9-12.
** With proposed grade reorganization.

APPENDIX

Capacities and Educational and Physical Evaluations of Schools

The capacity of the schools has been calculated in accordance with the formulas of the Bureau of Facility Planning Services, New Jersey State Department of Education. The next to the last column of the capacity table gives the maximum number of pupil stations desired for each teaching station; where the calculated capacity is less than the maximum acceptable pupil stations, it is shown in parentheses. The capacity figure is not constant, since it is based on present use of the school. Thus, capacity could change as room use changed.

The table of educational and physical ratings, called the School Facilities Evaluation Instrument, is a form supplied by the Bureau of Facility Planning Services. As a point of reference, it would be possible to obtain a score of 1,000 on each of the ratings, educational and physical, though an elementary school will usually score lower in the educational evaluation than a secondary school, since it has less sophisticated facilities. However, scores of over 500 for elementary schools are quite satisfactory.

It should be emphasized that the educational evaluation is not an assessment of the educational program, but an evaluation of how well the facilities fit the program. Again, the educational figure is not a constant. If, for example, a school lacked an art room and as space became available one were provided, the rating for art would be raised.

Table A-1
CAPACITY OF GODWIN SCHOOL
Midland Park, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Kindergartens	2	892	36	900	25 x 2	100
First-Third	6	716	32	800	25 (22)	132
	2	736	32	800	25 (23)	46
	3	800 or over	32	800	25	75
Total Functional Capacity						353
Instructional Areas (no capacity)						
Multipurpose	1	2,400		2,400		
Library	1	736		2,500		
Art-Science	1	420		1,000		
Resource Room	1	736				
Title I	1	736				

Table A-2

SCHOOL FACILITIES EVALUATION INSTRUMENT - Godwin

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

		DEPT. OF ED. USE ONLY CODE
Name of County	Bergen	
Name of School District	Midland Park	
Name of School Building	Godwin School	
Street Address	41 East Center Street	
Post Office	Midland Park, New Jersey	
Zip Code	07432	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	12	
Grades	K-3	
School Year	1978-79	
Functional Capacity	353	
Size of Site, Owned by District, in Acres	1.493	
Athletic Fields and Playground Area, in Acres	.39	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	Highland Ave. School 1.42	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) 4-2

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic 2

1-Heavy
2-Average
3-Light

Environmental Quality 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard 4

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

General Instructional Facilities				
General classrooms	2	x 175 =	350	
Large group learning areas	1	x 50 =	50	
Small group learning areas	2	x 50 =	100	
Special Subject Facilities				
Career education	0	x 50 =	0	
Dramatic activities	1	x 25 =	25	
Fine arts and crafts	2	x 25 =	50	
Music activities	1	x 25 =	25	
Sciences	1	x 50 =	50	
Outdoor nature study	1	x 15 =	15	
Physical Education and Athletic Facilities				
Indoor physical education	1	x 40 =	40	
Locker rooms	0	x 15 =	0	
Showers	0	x 10 =	0	
Outdoor physical education	1	x 25 =	25	
Athletics	1	x 15 =	15	
Core Facilities				
Assembly	1	x 40 =	40	
Audiovisual media	3	x 25 =	75	
Facilities for community use	2	x 10 =	20	
Library and resource facilities	1	x 75 =	75	

Pupil Service Facilities				
Dining	1	x 25 =	25	
Extracurricular activities	1	x 10 =	10	
Personal property storage	2	x 20 =	40	
Provisions for physically handicapped	0	x 35 =	0	
Teacher Service Facilities				
Dining	1	x 10 =	10	
Itinerant staff offices	2	x 20 =	40	
Conference room	1	x 10 =	10	
On-site parking	1	x 10 =	10	
Personal property storage	2	x 10 =	20	
Work room	1	x 20 =	20	
Toilet facilities	2	x 10 =	20	
Administration Facilities				
Administrative offices	1	x 20 =	20	
Guidance offices	0	x 20 =	0	
Health suite	2	x 15 =	30	
Instructional storage facilities	3	x 25 =	75	
Custodial storage facilities	3	x 20 =	60	
		TOTAL =	1,345	

EDUCATIONAL FUNCTION SCORE (Total ÷ 3) 448

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION: SITE, STRUCTURE, OR SERVICE SYSTEMS

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

Playground	1	Door hardware	2
On-site parking	1	Stair towers	2
Exterior walls	3	Intercommunication system	2
Roof	2	Plumbing	2
Interior walls	3	Pupil toilets	3
Windows	3	Adult toilets	2
Floors	2	Drinking fountains	2
Ceilings	2	Exits	3
Acoustics	3	Water supply	3
Heating	2	Sewage disposal	3
Ventilation	2	Heat or smoke detection system	3
Electric outlets in classrooms	3	Sprinkler system	0
Electric lighting	3	Fire extinguishers	3
Emergency lighting	2	TOTAL =	64
Fire alarm system	2		
Air conditioning	0		

PHYSICAL CONDITION SCORE (Total x 11.49) 735

Table A-3
CAPACITY OF HIGHLAND SCHOOL
Midland Park, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Fourth-Seventh	15	690	28	700	25 (24)	360
Special Education	1	690	100	960	8 (5)	5
Total Functional Capacity						365
Instructional Areas (no capacity)						
Cafeteria	1	1,127		1,450		
Music	1	285		1,000		
	1	641		1,000		
Library	1	1,344		2,500		
Gymnasium (multipurpose)	1	2,299		3,500		
Art	1	805		1,000		
Resource Room	1	690				
Compensatory Education	1	782				
Supplemental Education	1	72				

Table A-4

SCHOOL FACILITIES EVALUATION INSTRUMENT - Highland

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

		DEPT. OF ED. USE ONLY CODE
Name of County	Bergen	
Name of School District	Midland Park	
Name of School Building	Highland School	
Street Address	Highland Avenue	
Post Office	Midland Park, New Jersey	
Zip Code	07432	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	12	
Grades	4-7	
School Year	1978-79	
Functional Capacity	365	
Size of Site, Owned by District, in Acres	3.493	
Athletic Fields and Playground Area, in Acres	1.42	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	None	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) 2-4

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic 3

1-Heavy
2-Average
3-Light

Environmental Quality 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard 4

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None

Highland

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

General Instructional Facilities				
General classrooms	2	x 175 =	350	
Large group learning areas	2	x 50 =	100	
Small group learning areas	3	x 50 =	150	
Special Subject Facilities				
Career education	0	x 50 =	0	
Dramatic activities	2	x 25 =	50	
Fine arts and crafts	2	x 25 =	50	
Music activities	2	x 25 =	50	
Sciences	2	x 50 =	100	
Outdoor nature study	1	x 15 =	15	
Physical Education and Athletic Facilities				
Indoor physical education	2	x 40 =	80	
Locker rooms	0	x 15 =	0	
Showers	0	x 10 =	0	
Outdoor physical education	1	x 25 =	25	
Athletics	1	x 15 =	15	
Core Facilities				
Assembly	2	x 40 =	80	
Audiovisual media	3	x 25 =	75	
Facilities for community use	2	x 10 =	20	
Library and resource facilities	2	x 75 =	150	

Pupil Service Facilities				
Dining	2	x 25 =	50	
Extracurricular activities	1	x 10 =	10	
Personal property storage	2	x 20 =	40	
Provisions for physically handicapped	0	x 35 =	0	
Teacher Service Facilities				
Dining	1	x 10 =	10	
Itinerant staff offices	3	x 20 =	60	
Conference room	2	x 10 =	20	
On-site parking	1	x 10 =	10	
Personal property storage	2	x 10 =	20	
Work room	1	x 20 =	20	
Toilet facilities	2	x 10 =	20	
Administration Facilities				
Administrative offices	2	x 20 =	40	
Guidance offices	2	x 20 =	40	
Health suite	2	x 15 =	30	
Instructional storage facilities	2	x 25 =	50	
Custodial storage facilities	2	x 20 =	40	
		TOTAL =	1,770	

EDUCATIONAL FUNCTION SCORE (Total ÷ 3) 590

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION: SITE, STRUCTURE, OR SERVICE SYSTEMS

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

Playground	1	Door hardware	2
On-site parking	1	Stair towers	3
Exterior walls	2	Intercommunication system	2
Roof	3	Plumbing	2
Interior walls	2	Pupil toilets	3
Windows	3	Adult toilets	1
Floors	1	Drinking fountains	3
Ceilings	3	Exits	3
Acoustics	3	Water supply	3
Heating	2	Sewage disposal	3
Ventilation	1	Heat or smoke detection system	2
Electric outlets in classrooms	2	Sprinkler system	0
Electric lighting	3	Fire extinguishers	3
Emergency lighting	2	TOTAL =	62
Fire alarm system	3		
Air conditioning	0		

PHYSICAL CONDITION SCORE (Total x 11.49) 712

Table A-5
CAPACITY OF MIDLAND PARK HIGH SCHOOL
Midland Park, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Academic Classrooms	14	650 or over	26	650	25	350
Art	1	648	58	1,400	24 (11)	11
	1	1,388	58	1,400	24 (23)	23
Business Education						
Office Machines	1	928	50	1,200	24 (18)	18
Typing	1	975	31	1,100	35 (31)	31
Home Economics	1	975	56	1,350	24 (17)	17
Industrial Arts						
Comprehensive General	1	2,668	142	3,400	24 (18)	18
Drafting	1	1,518	56	1,350	24	24
Music						
Instrumental	1	1,812	35	1,400	40	40
Physical Education						
Two-Station Gymnasium	1	7,200	125	10,000	80 (57)	57
Auxiliary Gymnasium	1	974	80	1,600	20 (12)	12
Science Laboratories	2	1,116	58	1,400	24 (19)	38
	1	1,130	58	1,400	24 (19)	19
	1	1,304	58	1,400	24 (22)	22
Special Education						
Auditory Handicapped	1	646	81	840	8 (5)	5
Subtotal						685
Utilization Factor						x.75
Subtotal Functional Capacity - Instructional Areas						514
Large Group Instructional Areas						
Auditorium	1	3,077	9	1,500	-	287
Cafeteria	1	1,499	30	2,600	-	50
	1	1,711	30		-	57

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Subtotal						394
Utilization Factor						x.25
Subtotal Functional Capacity - Large Group Instructional Areas						99
Library	1	4,722	40	5,000	-	118
Subtotal						118
Utilization Factor						x.50
Subtotal Functional Capacity - Library						59
Summary						
Subtotal Functional Capacity - Instructional Areas						514
Subtotal Functional Capacity - Large Group Instructional Areas						99
Subtotal Functional Capacity - Library						59
Total Functional Capacity						672

Table A-6

SCHOOL FACILITIES EVALUATION INSTRUMENT - High School

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

		DEPT. OF ED. USE ONLY CODE
Name of County	Bergen	
Name of School District	Midland Park	
Name of School Building	Midland Park High School	
Street Address	250 Prospect Street	
Post Office	Midland Park, New Jersey	
Zip Code	07432	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	15	
Grades	8-12	
School Year	1978-79	
Functional Capacity	672	
Size of Site, Owned by District, in Acres	23.2	
Athletic Fields and Playground Area, in Acres	9.2	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	None	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) 4

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic 2

1-Heavy
2-Average
3-Light

Environmental Quality 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard 4

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

General Instructional Facilities					
General classrooms	3	x 175 =	525		
Large group learning areas	3	x 50 =	150		
Small group learning areas	3	x 50 =	150		
Special Subject Facilities					
Career education	2	x 50 =	100		
Dramatic activities	2	x 25 =	50		
Fine arts and crafts	2	x 25 =	50		
Music activities	2	x 25 =	50		
Sciences	2	x 50 =	100		
Outdoor nature study	2	x 15 =	30		
Physical Education and Athletic Facilities					
Indoor physical education	2	x 40 =	80		
Locker rooms	3	x 15 =	45		
Showers	3	x 10 =	30		
Outdoor physical education	2	x 25 =	50		
Athletics	2	x 15 =	30		
Core Facilities					
Assembly	3	x 40 =	120		
Audiovisual media	3	x 25 =	75		
Facilities for community use	3	x 10 =	30		
Library and resource facilities	2	x 75 =	150		

Pupil Service Facilities					
Dining	3	x 25 =	75		
Extracurricular activities	2	x 10 =	20		
Personal property storage	3	x 20 =	60		
Provisions for physically handicapped	3	x 35 =	105		
Teacher Service Facilities					
Dining	3	x 10 =	30		
Itinerant staff offices	3	x 20 =	60		
Conference room	1	x 10 =	10		
On-site parking	2	x 10 =	20		
Personal property storage	2	x 10 =	20		
Work room	3	x 20 =	60		
Toilet facilities	3	x 10 =	30		
Administration Facilities					
Administrative offices	3	x 20 =	60		
Guidance offices	3	x 20 =	60		
Health suite	2	x 15 =	30		
Instructional storage facilities	2	x 25 =	50		
Custodial storage facilities	2	x 20 =	40		
		TOTAL	=	2,545	
EDUCATIONAL FUNCTION SCORE (Total ÷ 3)				848	

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION: SITE, STRUCTURE, OR SERVICE SYSTEMS

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

Playground	2	Door hardware	3
On-site parking	2	Stair towers	0
Exterior walls	3	Intercommunication system	2
Roof	2	Plumbing	2
Interior walls	2	Pupil toilets	3
Windows	2	Adult toilets	3
Floors	2	Drinking fountains	2
Ceilings	3	Exits	3
Acoustics	3	Water supply	3
Heating	2	Sewage disposal	3
Ventilation	3	Heat or smoke detection system	3
Electric outlets in classrooms	3	Sprinkler system	0
Electric lighting	3	Fire extinguishers	3
Emergency lighting	3	TOTAL =	69
Fire alarm system	3		
Air conditioning	1		

PHYSICAL CONDITION SCORE (Total x 11.49) 793